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ABSTRACT

This oral language program for Afro-American children in grades 1 to 3 who speak nonstandard English is designed to emphasize and utilize the child's existing language competency, gradually and systematically introducing standard English as an additional dialect. Priority has been given to the aspects of the child's language which identify him as a nonstandard speaker, particularly in grammar, as it was felt that there is less social toleration of grammatical differences than other differences (in pronunciation or vocabulary). The lessons in this manual focus on the absence of forms of the verb "be," "were" as the past plural of "be," and the third person singular ending "-s" or "-es." The instructional sequence begins with the teacher telling a story or asking questions to elicit the desired sentence patterns. Sentences are described as "Everyday Talk" or "School Talk," depending on the verb pattern used. After the activities stemming from the children's own statements are concluded, pre-written sentences and stories in "Everyday Talk" are introduced for practice in changing from one form to the other. These activities are followed by pattern practice drills and dialogs as well as written exercises in "School Talk." Each child is asked to give an informal oral presentation using "School Talk" at the end of each unit. Detailed teaching suggestions are given. (AMM)

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PSYCHOLINGUISTICS ORAL LANGUAGE PROGRAM

a bi-dialectal approach

experimental edition part I

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PSYCHOLINGUISTICS ORAL LANGUAGE PROGRAM

A BI-DIALECTAL APPROACH

Experimental Edition

Part I

Developed by the Psycholinguistics Project Staff as part of an experimental project cooperatively supported by the Illinois Plan for Program Development for Gifted Students, Office of Public Instruction, State of Illinois; and the Board of Education, City of Chicago.

James F. Redmond
General Superintendent of Schools
CHICAGO PUBLIC SCHOOLS, 1968

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CONTENTS

Page

Introduction 1

General Guidelines 5

UNIT I AM - IS - ARE

Lesson 1 Introducing the Use of Is with She 8

Lesson 2 The Use of Is with She, He and It 9
Continuing the Use of Is with She 9
Introducing the Use of Is with It and He 10

Lesson 3 Noun/Pronoun Subject 10
Substitution Drill 11

Lesson 4 Reinforcing the Use of Am with I 11

Lesson 5 Relating I to Am; He, She and It to Is 12
Reinforcing Drill 13

Lesson 6 Introducing the Use of Is with the Present Participle 13
Reinforcing Drill 14

Lesson 7 Introducing the Use of Is Going To 14
Reinforcing Drill 15

Lesson 8 Introducing the Use of Is in Interrogative Sentences 16
Transformation Drill 16

Lesson 9 Introducing Am Not, Is Not and She, He and It Isn't as the SCHOOL TALK Forms of Ain't . . . 17
Relating Ain't to Am Not 17
Relating Ain't to Is Not 18
Relating Ain't to Contracted SCHOOL TALK Forms . 20
Emphasis on She's, He's It's 20
Contractions Drill 20
Emphasis on Isn't 21
Contractions Drill 21
Contractions Drill 21

Lesson 10 Relating He, She and It to Nouns 22
Substitution Drill 22

Page

Lesson 11 Introducing the Use of Are 23

Lesson 12 Relating We, You and They to Are 24
Reinforcing Drill 24

Lesson 13 Introducing the Use of Are with the Present Participle 25
Reinforcing Drill . . . .

Lesson 14 Introducing the Use of Are Going To 26
Reinforcing Drill 26

Lesson 15 Introducing the Use of Are in Interrogative Sentences 27
Transformation Drill 27

Lesson 16 Relating Ain't to Are Not 28

Lesson 17 Relating We, You and They to Nouns 29
Substitution Drill 30

Lesson 18 Using the Distribution Chart 31

Lesson 19 Sentences for Practice in Going from EVERYDAY TALK to SCHOOL TALK 32

Lesson 20 Stories for Practice in Going from EVERYDAY TALK to SCHOOL TALK 39

Lesson 21 Rhymed Pattern Practices to Reinforce SCHOOL TALK Patterns 41

Lesson 22 Dialogues to Reinforce SCHOOL TALK Patterns. . . 43

Lesson 23 Sentences as Independent Work 45

Lesson 24 Opportunities for Practice in SCHOOL TALK . . . 46

UNIT II WAS - WERE

Lesson 1 Reinforcing the Use of Was with I, He, She and It 49

Lesson 2 Relating I, He, She and It to Was 50
Reinforcing Drill 50

Lesson 3 Reinforcing the Use of Was in Interrogative Sentences 51
Transformation Drill 52

Page

Lesson 4 Reinforcing the Use of Was Not and Wasn't . . . 52
Contractions Drill 53

Lesson 5 Relating He, She and It to Nouns 53
Substitution Drill 54

Lesson 6 Introducing the Use of Were with We, You and They 54

Lesson 7 Relating We, You and They to Were 56
Reinforcing Drill 58

Lesson 8 Introducing the Use of Were in Interrogative Sentences 58
Transformation Drill 59

Lesson 9 Introducing the Use of Were Not and Weren't 59
Reinforcing Drill 60
Contractions Drill 60

Lesson 10 Relating We, You and They to Nouns 60

Lesson 11 Using the Distribution Chart 61

Lesson 12 Sentences for Practice in Going from EVERYDAY TALK to SCHOOL TALK 63

Lesson 13 Stories for Practice in Going from EVERYDAY TALK to SCHOOL TALK 69

Lesson 14 Rhymed Pattern Practices to Reinforce SCHOOL TALK patterns 70

Lesson 15 Dialogues to Reinforce SCHOOL TALK Patterns . . 72

Lesson 16 Sentences as Independent Work. 74

Lesson 17 Opportunities for Practice in SCHOOL TALK . . . 75

UNIT III "-S" — "-ES"

Lesson 1 Focusing on the "-S" Endings 78
"-S" Ending Response Drill 79

Lesson 2 Relating He She and It to "-S" Endings 79
Reinforcing Drill 80

Lesson 3 Relating He, She and It to Nouns 80
Substitution Drill 80

Page

Lesson 4 Teaching/Reinforcing the Verb Form for *I*, *We*, *You* and *They* Subjects 81

Lesson 5 Relating *I*, *We*, *You* and *They* to the Standard Verb Form 81
Reinforcing Drill 81

Lesson 6 Relating *I*, *We*, *You* and *They* to Nouns 82
Substitution Drill 82

Lesson 7 Focusing on the "-ES" Ending 83

Lesson 8 Relating *He*, *She* and *It* to "-ES" Endings 84
Reinforcing Drill 84

Lesson 9 Teaching/Reinforcing the Verb Form for *I*, *We*, *You* and *They* Subjects 85

Lesson 10 Relating *I*, *We*, *You* and *They* to the Standard Dialect Form 85
Reinforcing Drill 86

Lesson 11 Relating *I*, *We*, *You* and *They*; *He*, *She* and *It* to Nouns 86
Substitution Drill 86

Lesson 12 Using the Distribution Chart 87

Lesson 13 Sentences for Practice in Going from EVERYDAY TALK to SCHOOL TALK 88

Lesson 14 Stories for Practice in Going from EVERYDAY TALK to SCHOOL TALK 91

Lesson 15 Rhymed Pattern Practices to Reinforce SCHOOL TALK Patterns 93

Lesson 16 Dialogues to Reinforce SCHOOL TALK Patterns . . . 95

Lesson 17 Sentences as Independent Work 97

Lesson 18 Opportunities for Practice in SCHOOL TALK 98

UNIT IV SAY - SAYS

Lesson 1 Introducing the Use of *Says* 101

Lesson 2 Relating *He*, *She* and *It* to Nouns 102
Reinforcing Drill 103

Page

Lesson 3 Relating He, She and It to Nouns 103
Substitution Drill 103

Lesson 4 Teaching/Reinforcing the Use of Say 104

Lesson 5 Relating I, We, You and They to Say 104
Reinforcing Drill 105

Lesson 6 Relating I, We, You and They to Nouns 105
Substitution Drill 106

Lesson 7 Using the Distribution Chart 106

Lesson 8 Sentences for Practice in Going from EVERYDAY TALK to SCHOOL TALK 108

Lesson 9 Stories for Practice in Going from EVERYDAY TALK to SCHOOL TALK 111

Lesson 10 Rhymed Pattern Practices to Reinforce SCHOOL TALK Patterns 112

Lesson 11 Dialogues to Reinforce SCHOOL TALK Patterns . . 114

Lesson 12 Sentences as Independent Work 115

Lesson 13 Opportunities for Practice in SCHOOL TALK . . . . .

UNIT V DO - DOES

Lesson 1 Introducing the Use of Does 119

Lesson 2 Relating He, She and It to Does 120
Reinforcing Drill 121

Lesson 3 Introducing the Use of Does in Interrogative Sentences 121
Reinforcing Drill . . . .
Transformation Drill 122

Lesson 4 Introducing the Use of Doesn't 122

Lesson 5 Relating He, She and It to Doesn't 124
Reinforcing Drill 124
Substitution Drill 125

Lesson 6 Relating He, She and It to Nouns 125
Reinforcing Drill 125

Lesson 7 Teaching/Reinforcing The Use of Do 126

Page

Lesson 8 Relating I, We, You and They to Do 127
Reinforcing Drill 127

Lesson 9 Teaching/Reinforcing the Use of Do in Interrogative Sentences 128

Lesson 10 Teaching/Reinforcing the Use of Don't 129
Relating I, We, You and They to Don't 129
Reinforcing Drill 130

Lesson 11 Relating We, You and They to Nouns 130

Lesson 12 Using the Distribution Chart 131

Lesson 13 Sentences for Practice in Going from EVERYDAY TALK to SCHOOL TALK 133

Lesson 14 Stories for Practice in Going from EVERYDAY TALK to SCHOOL TALK 139

Lesson 15 Rhymed Pattern Practices to Reinforce SCHOOL TALK Patterns. 141

Lesson 16 Dialogues to Reinforce SCHOOL TALK Patterns . . 144

Lesson 17 Sentences as Independent Work 146

Lesson 18 Opportunities for Practice in SCHOOL TALK . . . 147

UNIT VI HAVE - HAS

Lesson 1 Introducing the Use of Have 150
Use of Have with I 150
Use of Have with I, We, You and They 151

Lesson 2 Relating I, We, You and They to Have 151
Reinforcing Drill 152

Lesson 3 Relating I, We, You and They to Nouns 152

Lesson 4 Introducing the Use of Has 153

Lesson 5 Relating He, She and It to Has 155
Reinforcing Drill 155

Lesson 6 Relating He, She and It to Nouns 156

Lesson 7 Using the Distribution Chart 157

Lesson 8 Sentences for Practice in Going from EVERYDAY TALK to SCHOOL TALK 158

Page

Lesson 9 Stories for Practice in going from EVERYDAY TALK to SCHOOL TALK 162

Lesson 10 Rhymed Pattern Practice to Reinforce SCHOOL TALK Patterns 163

Lesson 11 Dialogues to Reinforce SCHOOL TALK Patterns. . 165

Lesson 12 Sentences as Independent Work 168

Lesson 13 Opportunities for Practice in SCHOOL TALK . . . 169

Pronunciation Practices 172

Bibliography 179

INTRODUCTION

Rationale

Teachers have long been concerned about the language of those children whose established speech patterns differ from the standard English. Their concern is realistically based on the fact that modification on these different speech patterns is necessary to enable the child to advance economically and socially in the dominant society.

A large segment of children in our society hears and learns a standard English at home and from his immediate community. The everyday speech he has learned corresponds to the language patterns fostered in the school environment.

A substantial number of children, however, come from communities in which the language used differs in some striking respect from the standard English. Some of the basic standard forms used by the teacher are completely unfamiliar to these children. On the other hand, the teachers often have attempted to change the speech patterns of the children by correcting them each time a pattern that differs from standard English usage occurred in their speech.

This is an effective educational practice to many teachers. However, this practice has proven to be quite ineffective. In addition it can have a damaging effect on the child's self-concept and may tend to inhibit rather than facilitate language development.

Constant correction without rigorous systemization is not effective also in view of the complexity of the task the child faces in learning the standard English.

In the first place, the similarity that exists between the language used in the child's community and the standard English tends to confuse rather than aid the children in differentiating between his established patterns and the standard patterns.

Also the teaching of the standard English forms without adherence to linguistic principles can result in the creation of errors which did not originally exist. For example, introduction of the use of "is" in simple statements must be closely followed by the introduction of "am" and "are" so that the child will not begin to use forms such as "I is," "you is" and "they is."

Finally, this practice is ineffective because of the emotional significance the established speech patterns have to the child. These speech patterns tie him to the community and to the people with whom he has strong emotional attachments. As a result of these deep emotional connotations, the child is likely to interpret constant correction of his speech as a criticism of his family and community and therefore, resists changing his speech.

Development of the Psycholinguistics Oral Language Program

The foregoing considerations led the Psycholinguistics Project Staff to search for another approach to the problem-- an approach that would emphasize and utilize the child's existing language competency as a starting point and then gradually and systematically introduce the standard English as an additional dialect.

The minority dialect that the staff is most interested in is that of the Afro-American child who comes from a community in which the language used differs from the standard English.

The staff decided that priority should be given to the aspects of the language used by the children that identify them as non-standard speakers. The staff was aware that differences exist between the two languages in pronunciation, vocabulary and grammar. Differing vocabulary was eliminated from consideration because of its short-lived nature and its great variation regionally. In considering pronunciation and grammar the staff felt that in American Society there is less toleration of grammatical differences than of pronunciation differences.

After listening to the tapes, grammatical items were identified which appeared most socially diagnostic. The final consideration in the choice of items was the structural information available as to whether any given non-standard expression reflects the actual informal speech of the speaker or represents an unsuccessful attempt to conform to more standard speech. Items were chosen only after the equivalent structures in the dialect were analyzed to the satisfaction of the staff.

The following major grammatical differences in the area of verb forms that were identified are as follows.

I. Absence of forms of the verb "be"--

A. In simple sentences ending in adjectives and nouns--
"He Ø good." "They Ø my friends."

B. In sentences with progressive forms of the verb--
"He Ø working hard." "We Ø being good."

C. In sentences of futurity with the verb "go"--
"It Ø gon work." "You Ø gon see."

II. Absence of "were" as the past plural of "be"--
"He was mad." "We was happy." "They was sad."

III. Absence of the third person singular ending "-s" or "-es"--
"He sees." "He work." "She play."

Both the absence of the ending and the singular form of the verb are especially noticeable with "do," "say" and "have"--
"He have." "It do." "She say."

IV. Absence of a difference between present and past forms of the verb--

A. Regular verbs--
"Yesterday, he start to go." "They miss the bus last night."

B. Irregular verbs--
"She catch a cold last witner." "This time we lose two games."

V. Occurrence of the verb "be" where other forms are expected--

A. In simple sentences with predicate nominatives--
"He be good." "They be my friends."

B. In sentences with progressive forms of the verb--
"He be working." "We be playing."

The lessons in this manual, Part I of the Oral Language Program, focus on differences I, II and III.

Instructional Sequence

The instructional sequence begins with the teacher telling a story or asking a question to elicit in a sentence the pattern of the child in the verb area being studied. The teacher then describes each sentence as EVERYDAY TALK or SCHOOL TALK depending on the verb pattern used. The teacher then explains to the children that SCHOOL TALK and EVERYDAY TALK are different ways of expressing ideas, neither one "wrong" or "right," and that SCHOOL TALK may be more appropriate to use in one situation and EVERYDAY TALK in another.

After the activities stemming from the children's own statements are concluded, pre-written sentences and stories in EVERYDAY TALK are introduced for practice in changing from EVERYDAY TALK to SCHOOL TALK.

These activities are followed by pattern practice drills and dialogues in SCHOOL TALK for additional practice in using SCHOOL TALK.

The children are also given written exercise for practice in using SCHOOL TALK.

Finally, at the close of each unit each child is asked to give an informal oral presentation using SCHOOL TALK. This gives the child the opportunity to use SCHOOL TALK in communicating with his teacher and classmates and gives the teacher feedback as to the progress of the child in using SCHOOL TALK in a structured situation.

GENERAL GUIDELINES

EVERYDAY TALK as Distinguishable from SCHOOL TALK

In each lesson the terms EVERYDAY TALK and SCHOOL TALK are used by the teacher and children to distinguish between the child's established speech patterns and the standard English in the area of verb usage. Utilizing these terms, the teacher does not have to tell the child that his established speech patterns are "wrong." She can instead begin to alert him to the idea that there are other ways of expressing his thoughts and ideas.

During the lessons valued words such as "right/wrong," "correct/incorrect" are not needed. When a child uses EVERYDAY TALK the teacher repeats the statement and ask the child or the class if it is EVERYDAY TALK or SCHOOL TALK. Then the teacher asks how the same thought can be stated in SCHOOL TALK.

Eliciting EVERYDAY TALK

The use of familiar situations to elicit the child's patterns is a fundamental procedure in this approach. The stories and the questions are used to get at the child's patterns so that the teacher can start with these patterns in the teaching of standard dialect forms.

Additional stories and questions may have to be devised by the teacher. If she establishes the habit of jotting down in a special notebook statements that the children make during the course of the school day, she will have an ample supply of the children's speech patterns.

The children's responses are recorded on the chalkboard primarily for the convenient recall of the teacher. They are not written so that the child will observe visually the differences, particularly at the beginning of a unit. The emphasis of the program should be on aural-oral learning and not on visual learning. Oral speech is the main concern in this approach.

Distribution of Forms

The lessons are organized to prevent errors of distribution. The verb "are" is introduced immediately following the completion of the lessons dealing with the verb "is" so that "overcorrections" will not occur. For example, if "is" is taught alone, the child learns that "He Ø good." becomes "He is good." and "It Ø big." becomes "It is big." (The symbol Ø represents the fact that a verbal relationship exists in the sentences, although no spoken form of the verb is presented.) If "are" is not taught, "They Ø good." may become "They is good." and "We Ø happy." may become "We is happy." If "are is taught without being preceeded by the use of "is", "He Ø good." may become "He are good." and "It Ø big." may become "It are big." Some of the pronoun/verb pairing the children may use are not EVERYDAY TALK but the result of "overcorrection." The teacher must be careful not to label these EVERYDAY TALK in the initial lessons of the unit.

This same consideration of distribution is continued throughout the manual. For example, the pattern practices reinforces "he, she and it was" as well as introduce "you, we and they were," to avoid creating "he, she and it were." Likewise, the pattern practices reinforce "I, you and they work," as well as introduce "he, she and it works," to avoid creating "I, you and they works." Emphasis in the materials is placed not only on the learning of the standard English form, but of the standard distribution as well.

Focusing on One Difference at a Time

During the SCHOOL TALK/EVERYDAY TALK lessons, the teacher does not interrupt the child who is talking to "correct" grammatical differences. Instead, the teacher lets the child finish his statement(s) and then guides the child in applying the rules he has learned with regard to the use of the standard forms that have been introduced in the previous or present lessons. The teacher should ignore all grammatical differences except those that have been introduced in the oral language activities.

Providing Positive Feedback

The teacher must always accept a child's response with a positive comment whether the response is the desired one or not and particularly if it is not. A critical response or a no response to a child's verbal effort to participate in the lesson will tend to discourage further efforts of the child.

Giving the Child Adequate Time to Respond

It is important that the teacher give the child enough time to respond to a question during the lesson. It is equally essential that she does not embarrass the child who cannot respond by waiting too long a time for his response. The teacher must use her empathetic judgement in deciding upon the appropriate action. Often it is better for the child who is having difficulty that the teacher provides him with clues and help him to find the answer than to get a quick and correct response from another child.

Teaching/Learning Time

At least fifteen to twenty minutes a day should be devoted to the lessons. The rate of progress of the class as a whole in understanding and applying the ideas determine the amount of time to be spent on each lesson.

Mastery of SCHOOL TALK

The child is engaged in learning a new dialect. Some of the features of this dialect such as the use of certain words, the form of certain verbs, the pronunciation of certain words and the different meanings of certain words are unfamiliar to him. Moreover, there is enough similarity between the two dialects that the differences are confusing and often overlooked or disregarded by the child. Therefore, it is not to be expected that the child will relinguish his own dialect in the area of the verb forms because he has completed the lessons of a unit.

What is to be expected of the child is that—

1. he becomes sensitive to the standard patterns to the degree that he recognizes them in comparison to his own and

2. he develop the facility of using the standard patterns or SCHOOL TALK on demand.

UNIT I

LESSON 1 - INTRODUCING THE USE OF IS WITH SHE

Teacher	Possible Child Responses
Yesterday, one of the kindergarten girls said to me, "I got a nice teacher. She pretty, too." But a boy said, "My teacher is mean." Now boys and girls, let's pretend that you are in kindergarten (or first grade). Tell me about your teacher.	She nice. She is ugly She pretty. She wears pretty clothes She got long hair.

Record for your own recall the responses given that follow the patterns of the first two sentences. Record at least ten such responses. Then--

HERE ARE SOME THINGS WE SAID ABOUT OUR TEACHER-- "SHE PRETTY," "SHE MEAN," " SHE NICE." (Perhaps one child said, "She pretty," and another child said, "She is pretty." If so, this can be used to point out that both children said the same things about their teacher, but in different ways.)

SOMETIMES WE SAID, "SHE PRETTY" AND SOMETIMES WE SAID, "SHE IS PRETTY." WE ARE USING DIFFERENT WAYS OF SAYING ALMOST THE SAME THING. WHEN WE SAID, "SHE PRETTY," WE WERE USING EVERYDAY TALK. WHEN WE SAID, "SHE IS PRETTY," WE WERE USING SCHOOL TALK.

EVERYDAY TALK IS WHAT WE USE WHEN WE'RE JUST TALKING ABOUT ANYTHING AND TO ANYONE. WE'RE USUALLY NOT THINKING ABOUT SCHOOL OR SCHOOL WORK, EITHER.

SCHOOL TALK IS THE WAY OF TALKING THAT WE'RE GOING TO LEARN TO USE IN SCHOOL ESPECIALLY AND OUTSIDE OF SCHOOL, TOO. OUR SCHOOL BOOKS ARE WRITTEN IN SCHOOL TALK. MOST OF THE TIME OUR TEACHERS USE SCHOOL TALK.

SOMETIMES EVERYDAY TALK IS JUST LIKE SCHOOL TALK AND SOMETIMES IT IS DIFFERENT.

USUALLY WHEN WE ARE USING EVERYDAY TALK EITHER OUTSIDE OF SCHOOL OR IN SCHOOL, WE DON'T REALLY THINK TOO MUCH ABOUT WHAT WE'RE SAYING.

BUT YOU WILL FIND THAT WHEN THE TEACHER ASKS YOU TO USE SCHOOL TALK IN SCHOOL THAT YOU WILL HAVE TO STOP AND THINK ABOUT WHAT YOU ARE SAYING AND YOU MAY EVEN FIND YOURSELF TALKING MORE SLOWLY.

LET'S SAY OUR SENTENCES AGAIN AND LISTEN TO FIND WHICH ONES ARE EVERYDAY TALK AND WHICH ARE SCHOOL TALK.

Read each sentence in turn to the children and tell them whether it is SCHOOL TALK or EVERYDAY TALK.

Point out to the children that every sentence that omits the verb is EVERYDAY TALK. (For the majority of the children, inclusion of the verb will be SCHOOL TALK because, generally speaking, the verb is omitted in their talk.)

LESSON 2 - THE USE OF IS WITH SHE, HE AND IT

Continuing the Use of Is with She

Teacher	Possible Child Responses
Let's pretend that your mother asked you, "Who is the nicest child in your room?" And you said, "Toni." So your mother said, "Tell me all about Toni." And you said, "Well, Toni is a girl." Now what else can you tell your mother about Toni?	Toni is cute. Toni is nice Toni smart. Toni play with me. Toni big, too Toni give me some of her candy.

Introducing the Use of Is with It and He

After a few sentences describing Toni have been given, ask the children to describe--

a boy in the room,
individual members of their families,
individual friends of theirs,
a favorite toy or article of clothing.

Record for your recall the responses that include or omit the verb "is."

Use at least five sentences for each pronoun.

You may receive responses that include "My daddy he," "My mama she." Record these phrases also. The handling of double subjects is discussed in lesson 3.

Then read each sentence in turn to the children and ask if it is EVERYDAY TALK or SCHOOL TALK. Guide the children in discriminating between the two talks.

Reread each sentence several times, giving as many children as possible an opportunity to tell whether a sentence is EVERYDAY TALK or SCHOOL TALK and to change the EVERYDAY TALK sentence to SCHOOL TALK.

LESSON 3 - NOUN/PRONOUN SUBJECTS

The objective of this lesson is to help those children who use both the noun and pronoun as the subject of a sentence to hear the differences between SCHOOL TALK and EVERYDAY TALK in this instance and to use SCHOOL TALK on demand. This lesson may be introduced in one of the two following ways--

1. WHEN WE TALKED ABOUT OUR MOTHER IN EVERYDAY TALK WE SAID, "MY MAMA SHE PRETTY." HOW DO WE SAY THIS IN SCHOOL TALK? YES, "MY MAMA SHE IS PRETTY."

   WHEN WE SAY, "MY MAMA SHE," WE'RE USING TWO WORDS TO TELL ABOUT ONE PERSON. "MAMA" IS ONE OF THE WORDS; "SHE" IS THE OTHER WORD. WE KNOW THAT "MAMA" IS A "SHE." SO WE DON'T HAVE TO USE BOTH "MAMA" AND "SHE." WE CAN SAY IN SCHOOL TALK, EITHER, "MAMA IS PRETTY." OR "SHE IS PRETTY."

2. TELL ME CHARLES, IS YOUR MAMA A "HE" OR A "SHE?" WELL, IF MAMA IS A "SHE," WE DON'T REALLY NEED TO SAY "MAMA SHE." IT'S LIKE SAYING, "MY MAMA, MY MAMA PRETTY" OR "SHE, SHE PRETTY."

Discuss "My daddy he" in the same way. Then discuss "My ball it" (or bike or train). Sum up the lesson by saying--

> IF YOU USE "MAMA" YOU DON'T NEED "SHE." IF YOU USE "DADDY" YOU DON'T NEED "HE." IF YOU USE "BALL" YOU DON'T NEED "IT."

Have the children repeat this rule.

Use the names of relatives, classmates, and/or other teachers for those children who need more practice in learning this rule.

Substitution Drill

Teacher	Child
My mama she is pretty.	My mama is pretty. She is pretty.
My daddy he is strong.	My daddy is strong He is strong.

Use enough similar sentences so that a number of children can respond.

LESSON 4 - REINFORCING THE USE OF AM WITH I

The children use "I am" frequently when describing themselves. This usage must be reinforced to avoid the children "overcorrecting" themselves-- "I is" or "I are."

Teacher	Possible Child Responses
Boys and girls, let's pretend that I am a new teacher in the school. And I say, "I am Miss ______________. Who are you?" (Direct your question to a specific child.) What do you say back to me? (After the first response, direct the question to other children.)	Carol. (Ask Carol to use a complete sentence.) I am Carol. I'm Carol. I Carol.

Mary, how old are you? (Ask a number of children.)	I'm six. I six. I am six.
Are you a boy or a girl, Clarence? (Ask a number of children.)	I am a boy. I'm a girl. I a boy.
Are you big or little? (Ask a number of children.)	I'm big. I little. I am little.

Record the response given by the children for your own recall. After about ten responses have been received, read the "I am" responses to the children and tell them to note that some of the boys and girls said, "I am" when talking about themselves.

Read the "I'm" responses and tell the children that "I'm" is a short way of saying "I am."

There may be a few "I Carol" responses. This is an immature pattern. Have these children repeat their sentences as "I am ______________."

Conclude by giving every child an opportunity to say—"I am ___(name)___."
"I am ___(age)___."   "I am a ___(boy/girl)___."   "I am ___(big/little)___.'

LESSON 5 - RELATING I TO AM; HE, SHE AND IT TO IS

The purpose of this lesson is to give the children a technique or a tool to help them relate "I" to "am" and "he, she and it" to "is."

> WHEN WE TALK ABOUT OUR TEACHER OR MAMA IN EVERYDAY TALK, WE SAY, "SHE PRETTY." WHEN WE USE SCHOOL TALK, WE SAY, "SHE IS PRETTY." THE DIFFERENCE BETWEEN THE TWO TALKS IS IN USING THE WORD "IS."
>
> NOW, WHEN WE TALK ABOUT A "HE" OR OUR DADDY IN SCHOOL TALK, WE USE "IS."
>
> WHEN WE TALK ABOUT AN "IT" OR A BALL OR A TRAIN IN SCHOOL TALK, WE USE "IS", TOO.
>
> WHEN WE TALK ABOUT OUR OWN SELVES IN SCHOOL TALK, WE USE "AM." AN EASY WAY TO REMEMBER WHEN TO USE "AM" AND "IS" IN SCHOOL TALK IS THIS—

PUT "I" WITH "AM":
"I AM."

PUT "HE" WITH "IS":
"HE IS."

PUT "SHE" WITH "IS":
"SHE IS."

PUT "IT" WITH "IS":
"IT IS."

LET'S SAY IT TOGETHER NOW. "I AM, HE IS, SHE IS, IT IS." WE WILL CALL THESE WORD PARTNERS. LET'S GO OVER OUR WORD PARTNERS ONCE MORE. "I AM, HE IS, SHE IS, IT IS."

Reinforcing Drill

These drills are given to reinforce the standard English pronoun-verb pairing that have been introduced.

The teacher first models the complete pattern: "I am, he is, she is." The students repeat it after her.

The teacher then presents only the pronouns and an individual student or the class provided the form of the verb used in SCHOOL TALK as follows:

Teacher	Child
I	am
it	is
she	is
he	is

LESSON 6 - INTRODUCING THE USE OF IS WITH THE PRESENT PARTICIPLE

Teacher	Possible Child Responses
One morning the teacher was late getting to her room. By the time she got there her children were all very busy doing different things. She said to John, "John, what are you doing?" Greg, what do you think John said?	I am drawing. I'm reading.

Then she said, "John, what is Tony doing."	Tony, he playing. Tony is writing. He drawing.
What is Ann doing?	Ann is talking to Susie.
What is Michael doing?	Michael is playing with the puzzles.
What is Mary doing?	She writing on the board.

Accept all responses with a positive comment. Record for your recall those responses that include or omit "is." Record at least ten responses.

Read each sentence and ask after each one if the sentence is EVERYDAY TALK or SCHOOL TALK. Ask the child to change the EVERYDAY TALK to SCHOOL TALK.

Give as many children as possible the opportunity to respond.

Reinforcing Drill

Teacher	Child
I	am talking
he	is talking
she	is talking
it	is talking

LESSON 7 - INTRODUCING THE USE OF IS GOING TO

This verb form is taught in a special lesson because the children's pattern is "I'm gon," "he gon," "it gon."

Teacher	Possible Child Responses
Suppose you found a five dollar bill. You are standing there looking at it in your hand, very happy and thinking about what you can do with it. What are you going to do with it, Joseph?	I'm gon buy me something. I'm gon try to see who lost it. I'm going to give it to my mama. I'll take it home.

Accept all responses with a positive comment. Record for your recall the responses that include "I'm gon" or "I am going to." Because of the difficulty in spelling "gon," do net record on the board.

Read a response in EVERYDAY TALK and then repeat it in SCHOOL TALK. Emphasize that the child's "gon" stands for "is going to" in SCHOOL TALK.

Read the next EVERYDAY TALK response and ask a child to repeat it in SCHOOL TALK. If the child cannot do so and two or three others cannot do so, tell the children the SCHOOL TALK. Repeat the procedure with another EVERYDAY TALK response.

Read the first response in SCHOOL TALK and ask a child to tell the kind of talk it is.

Continue with the rest of the children's responses, using the same procedure. Then--

Teacher	Possible Child Responses
What do you think your mother is going to say?	She gon say, "Where did you find it?" She is going to say, "Save it for Christmas."
What is your daddy going to do?	He's gon make me put it up. He's going to borrow it.
One morning when the boys and girls were in school, it got very dark. Sidney looked out the window. He knew something was going to happen. He said, "__________." (Ask a number of children what Sidney and other children said.)	It gon rain. It's going to storm. Ooh! I'm scared.

Use the same procedures with these responses as discussed above. Elicit at least ten responses for each question before starting on the EVERYDAY TALK/SCHOOL TALK approach.

Reinforcing Drill

Teacher	Child
he	is going to
she	is going to
it	is going to
I	am going to

LESSON 8 - INTRODUCING THE USE OF IS IN INTERROGATIVE SENTENCES

Review with the children the word partners--

PUT "HE" WITH "IS":
"HE IS."

PUT "SHE" WITH "IS":
"SHE IS."

PUT "IT" WITH "IS":
"IT IS."

PUT "I" WITH "AM":
"I AM."

Teacher	Possible Child Responses
I'm going to ask you a question in EVERYDAY TALK. I want you to listen, think about what I said and then ask me the same question in SCHOOL TALK. Sharon, (call on a child who will most likely to be able to respond in SCHOOL TALK) your mother pretty?	Yes. (Ask for a complete sentence. Your mother pretty? Is your mother pretty? (You may have to eventually give the children this pattern.)

Continue with other sentences in EVERYDAY TALK that the children have used in previous "is" lessons.

Guide the children in using the word partners clue--

1. "He," "she," "it" goes with "is."
   "I" goes with "am."

2. "Mama" is a "she." "She" goes with "is" so "mama goes with "is." "She is." "Is she?" "Mama is." "Is mama?"

Transformation Drill

Teacher	Child
he is	is he
she is	is she
it is	is it
I am	am I

LESSON 9 - INTRODUCING AM NOT, IS NOT AND SHE, HE AND IT ISN'T AS THE SCHOOL TALK FORMS OF AIN'T

Relating Ain't to Am Not

Teacher	Possible Child Responses
A boy and a girl went to visit their grandmama. Grandmama said, "Dwayne, how are you doing in school?" Before Dwayne could answer, his little sister said, "He's bad in school. He has to stand in tht corner all day." Well, the boy didn't agree that he was bad in school. He shook his head and said, "I ______________________." What do you think he said?	I ain't bad. No, I didn't. You telling a story. I am not bad.

Accept all responses with an appropriate comment, but wait for the responses, "I ain't bad in school," to begin the SCHOOL TALK/EVERYDAY TALK discussion.

If no child responds with "I ain't bad," remind the children the little boy disagreed with his sister and tell them that he said, "I ain't bad."

Lead the children in determining that "I ain't bad" is EVERYDAY TALK. Tell them if necessary that the SCHOOL TALK is "I am not bad."

Continue by asking a child--

What would you say, Johnny, if Mary said, "You're mean?" (Address similar sentences to other children.) You're crazy. You're a baby. You're nosy. You're funny.	"I ain't mean." (EVERYDAY TALK) "I'm not mean." (CONTRACTED SCHOOL TALK) "I am not mean." (FULL FORM SCHOOL TALK)

Write the sentences that use "I am not" and "I ain't on the board for recall purposes. Save the "I'm not" responses for a later lesson.

Ask the children whether each sentence is SCHOOL TALK or EVERYDAY TALK. Have the children change the EVERYDAY TALK sentences to SCHOOL TALK as in previous lessons.

Then refer to the "I'm not" responses and tell the children that these are also SCHOOL TALK-- a "short cut" SCHOOL TALK. Repeat some of the "I ain't" responses and help the children to change these to "I'm not."

Relating Ain't to Is Not

Teacher	Possible Child Responses
Suppose the landlord comes to your door to see your mother but she isn't home. What do you say to him? How do you tell the landlord your mother isn't home?	She ain't here, go away. She is not here. She's not here. She isn't here. She went to the store.

Ask the child who said, "She ain't here," if he used EVERYDAY TALK or SCHOOL TALK. More than likely, the child will say that "ain't" is EVERYDAY TALK. Tell the children that the SCHOOL TALK is "She is not here."

Teacher	Possible Child Responses
Then the landlord says, "Let me talk to your grandmama." (aunt, sister)	She ain't here either. She went away with my mama. She is not here either. She isn't here either. She's not here either.
Then the landlord says, "Let me talk with your grandfather." (uncle)	He ain't here. He is not here. He's not here. He isn't here.

Teacher	Possible Child Responses
What would you say, Linda if Claudia said, "Teacher sure is ugly."	She sure is. No, she ain't.

Susie is bad.	So, you're ugly, too.
Debra is fat.	She ain't mean.
Barbara is mean.	I think he is fat.
Tony is dumb.	He's not dumb.
Charles is skinny.	No, she isn't silly either.
(Direct these and similar sentences to other children.)	

One day the teacher was on the playground and she saw three little boys jumping on another little boy. She stopped them and said, "Why are you fighting Billy? He's your friend." One little boy said, "No, he ________." (Ask the children to finish the sentences.)	No, he ain't.
She said to the second little boy, "He's your friend." The little boy said, "No ________."	No, he's not.
She said to the third little boy, "Well, I know he's your friend." But that boy said, "No, ____________________." (Ask the children to finish the sentences.)	No, he isn't.
One day Jeannie wanted to go out to play. But her mother wanted her to stay in. Jeannie said, "I want to go outside." Her mother said, (teasingly) "I think it's raining." Remember that Jeannie wanted to go out so she said, "No ____________________."	It ain't.
(Let the children finish the sentence.) Then her mother said, "Well, I think it's snowing." Jeannie said, "No ____________________."	It isn't.
Her mother said, "I think it's too cold. Jeannie said, "No, ____________________."	It is not.

Begin with the "ain't" sentences. Ask a child if the sentence is EVERYDAY TALK or SCHOOL TALK. Ask him to change the sentence to SCHOOL TALK.

Relating Ain't to Contracted SCHOOL TALK Forms

Emphasis on She's, He's, It's

BOYS AND GIRLS, WE SAID THAT THE SCHOOL TALK FOR "SHE AIN'T" IS "SHE IS NOT." THERE ARE OTHER SCHOOL TALK WAYS OF SAYING "SHE AIN'T" AND SOME OF YOU HAVE USED THEM. TWO OF THESE WAYS ARE "SHE'S NOT" AND "SHE ISN'T." THESE ARE SHORT CUTS FOR "SHE IS NOT."

WHEN WE SAY "SHE'S," WE'RE USING A SHORT CUT FOR "SHE IS." "SHE'S - SHE IS." IF I SAY, "SHE'S NOT UGLY," I'M USING SCHOOL TALK, TOO. A SHORT CUT SCHOOL TALK. IF I SAY, "SHE IS NOT SILLY," YOU WOULD SAY IN SHORT CUT SCHOOL TALK--

______(Child's response)________________.

IF I SAY, "TONY IS NOT BAD," YOU WOULD SAY IN SHORT CUT SCHOOL TALK-- ____(Child's response)__.

Contractions Drill

Teacher	Child
She is not home.	She's not home
He is not bad.	He's not bad.
She is not pretty.	She's not pretty.
It is not raining.	It's not raining.
It is not cold.	It's not cold.
He is not nice.	He's not nice.
She's not stupid.	She is not stupid.
He's not crying.	He is not crying.
She's not ugly.	She is not ugly.
It's not snowing.	It is not snowing.
It's not growing.	It is not growing.
Susie is not silly.	Susie's not silly.
Tommy is not mean	Tommy's not mean.
The snow is not melting.	The snow's not melting.

Emphasis on Isn't

NOW WHEN WE SAY "ISN'T," WE'RE USING A SHORT CUT FOR "IS NOT." "ISN'T - IS NOT." YOU SAY IT, "ISN'T - IS NOT." IF I SAY, "SHE IS NOT UGLY," I AM USING SCHOOL TALK. IF I SAY "SHE ISN'T UGLY," THAT IS SCHOOL TALK, TOO, ANOTHER SHORT CUT SCHOOL TALK, IF I SAY, "SHE IS NOT SILLY," YOU WOULD SAY IN SHORT CUT SCHOOL TALK, "SHE ______________________________." (Wait for child's response.)

Contractions Drill

Teacher	Child
She is not pretty.	She isn't pretty.
She is not home.	She isn't home.
He is not nice.	He isn't nice.
He isn't stupid.	He is not stupid.
It isn't snowing.	It is not snowing.
It isn't cold.	It is not cold.
Susie is not silly.	Susie isn't silly.
Tommy is not mean.	Tommy isn't mean.

Use enough similar sentences so that a majority of children can respond.

Contractions Drill

Teacher	Child	Teacher	Child
I am	I'm	I'm	I am
he is	he's	he's	he is
she is	she's	she's	she is
it is	it's	it's	it is
I am not	I'm not	I'm not	I am not
she is not	she's not	she's not	she is not
he is not	he's not	he's not	he is not
it is not	it's not	it's not	it is not
she is not	she isn't	she isn't	she is not
he is not	he isn't	he isn't	he is not
it is not	it isn't	it isn't	it is not

LESSON 10 - RELATING HE, SHE AND IT TO NOUNS

LET'S GO OVER OUR "AM" AND "IS" WORD PARTNERS--

I AM
HE IS
SHE IS
IT IS

Teacher	Possible Child's Responses
Who can name a "he" for me?	Daddy My brother Charley
If we say, "he is" in SCHOOL TALK, we can say "Daddy is," "My brother is," "Charley is."	
Name another "he" and tell me something about him in SCHOOL TALK (Ask a number of children).	Richard is my friend. Mr. Pollard funny. My daddy work downtown.

When a child gives an EVERYDAY TALK response such as "Mr Pollar funny," ask him to repeat it in SCHOOL TALK.

When a child gives a response such as "My daddy work downtown," be sure to make a positive comment, even though you don't use the response in the lesson.

Use the same procedure with "she" and "it."

Substitution Drill

Teacher	Child
He is mad at me.	John is mad at me.
She is not my friend.	Amy is not my friend.
It is lost.	The kitten is lost.

Use enough similar sentences so that a majority of children can respond.

LESSON 11 - INTRODUCING THE USE OF ARE

Teacher	Possible Child Responses
Tell me about your brothers and sisters. Are they nice or mean? Skinny or fat? Big or little?	All of them fat. They nice. They are little.
One night I dreamed that I couldn't remember where we, you boys and girls and myself were. I couldn't remember the room number or the name of the street or the name of the city. So I asked you to help me. I said, "Where are we boys and girls?" What do you think you said to help me remember our room number and our school and our street and our city.	We in Room 105. We are at Martin Luther King School. We live in Chicago.
A boy was watching his mother fix her hair and her face before going out. He told his mother, "You're pretty." Has that ever happened to you? What did you say to your mother, Darryl?	You pretty. You're pretty. You are beautiful. You look nice.
A girl was watching her father jack up his car to fix the tire, and she said to her father, "You're strong." Has that ever happened to you? What did you say to your father, Linda?	You sure are strong. You better be careful. You stronger than Superman.

Try to get at least ten more responses for each situation.

Read an EVERYDAY TALK response first and tell the children that it is EVERYDAY TALK. Repeat the response in SCHOOL TALK.

Read another EVERYDAY TALK response and ask a child if it is EVERYDAY TALK. Ask the child to change it to SCHOOL TALK.

Read a SCHOOL TALK response and ask if it is EVERYDAY TALK or SCHOOL TALK. Proceed with the remaining sentences in the way just described.

LESSON 12 - RELATING WE, YOU AND THEY TO ARE

LET'S GO OVER OUR "IS" AND "AM" WORD PARTNERS:

PUT "I" WITH "AM":
"I AM."

PUT "HE" WITH "IS":
"HE IS."

PUT "SHE" WITH "IS":
"SHE IS."

PUT "IT" WITH "IS":
"IT IS."

"I AM, HE IS, SHE IS, IT IS."

NOW WE HAVE ANOTHER SET OF WORD PARTNERS.

PUT "WE" WITH "ARE":
"WE ARE."

PUT "YOU" WITH "ARE":
"YOU ARE."

PUT "THEY" WITH "ARE":
"THEY ARE."

"WE ARE, YOU ARE, THEY ARE."

Reinforcing Drill

Teacher	Child
we	are
you	are
they	are
he	is
she	is
it	is

LESSON 13 - INTRODUCING THE USE OF ARE WITH THE PRESENT PARTICIPLE

Teacher	Possible Child Responses
When I visited the kindergarten one day, I saw some girls around the sand table. I asked them what they were doing. One girl said, "We playing." I said, "What are you playing?" What do you think she said they were playing?	We are playing store. We playing house. We are cooking dinner. We fixing dinner.
What do you think the boys and girls in Room 107 are doing?	They working. They are doing their work.
What am I doing right now?	You talking. You are asking questions.

Try to get at least ten responses for each situation.

Read an EVERYDAY TALK response first and tell the children that it is EVERYDAY TALK. Repeat the response in SCHOOL TALK.

Read an EVERYDAY TALK response and ask a child if it is EVERYDAY TALK or SCHOOL TALK. Ask the child to change it to SCHOOL TALK.

Read a SCHOOL TALK response and ask if it is SCHOOL TALK or EVERYDAY TALK.

Proceed with the remaining response in the way just described.

Reinforcing Drill

Teacher	Child
we	are playing
you	are playing
they	are playing

LESSON 14 - INTRODUCING THE USE OF ARE GOING TO

Teacher	Possible Child Responses
Paula, what are you and your brother going to do this afternoon when you get home from school. (Ask other children the question.)	Me and him gon play. We gon look at TV. I don't know. We are going over to my auntie's.
What are your brother and sisters going to do when they get home?	They gon clean up the house. They are going to look at TV.
Sandra is going to have a birthday party. What are the children going to do at the party?	They gon play games. They gon eat ice cream and cake.
One of your friends ate two taffy apples, ten cookies and three pieces of cake. What would you say to him (her).	You gon get sick. You're going to get a stomach ache.

Try to get at least ten responses for each situation.

Read one of the EVERYDAY TALK responses and repeat it in SCHOOL TALK. Emphasize that the child's gon stands for "are going to" in SCHOOL TALK.

Read another EVERYDAY TALK response, ask if it is EVERYDAY TALK or SCHOOL TALK and have the child responding repeat it in SCHOOL TALK.

Read a response in SCHOOL TALK and ask if it is EVERYDAY TALK or SCHOOL TALK.

Proceed with the remaining responses in the way just described.

Reinforcing Drill

Teacher	Child
we	are going to
you	are going to
they	are going to

LESSON 15 - INTRODUCING THE USE OF ARE IN INTERROGATIVE SENTENCES

Review the "are" word partners—

PUT "WE" WITH "ARE":
"WE ARE."

PUT "YOU" WITH "ARE":
"YOU ARE."

PUT "THEY" WITH "ARE":
"THEY ARE."

"WE ARE, YOU ARE, THEY ARE."

Teacher	Possible Child Responses
Now, I'm going to ask you a question in EVERYDAY TALK. I want you to listen, think about what I said and then ask me the same question in SCHOOL TALK. Tommy, you going home for lunch today? If he repeats your question, say— You asked me in EVERYDAY TALK. Can you ask me in SCHOOL TALK? Remember that we put "you" with what word? "You (pause) are."	Yes. You going home. Are you going home for lunch? (You may have to eventually give the children this pattern.)

Continue with other sentences in EVERYDAY TALK that the children have used in previous "are" lessons.

Guide the children in using the following word partners clues.

1. "We," "you," "they" go with "are."
2. "My teacher and I" are "we." "We" goes with "are."
   so, "My teacher and I" goes with "are."
   "We are." "Are we?" "My teacher and I are."
   "Are my teacher and I?"

Transformation Drill

Teacher	Child
we are	are we
you are	are you
they are	are they

LESSON 16 - RELATING AIN'T TO ARE NOT

Teacher	Possible Child Responses
Pretend that one day you went for a long walk with me. On the way back to school, I said, "I bet that you children are tired." How would you tell me that you are not tired?	I ain't tired. I could walk all the way downtown. We ain't tired.
(If necessary, say, "I know what the boys said. They said, We ain't tired.")	
I bet you children are hungry. (or sleepy)	We ain't hungry. We are not sleepy.
The teacher asked the boys and girls in her room to do their work without making a sound. All at once, she heard a noise coming from one of the tables. So she said, "You boys at table 3 stop talking." But the boys at table 3 were not talking. So, they said, "We (let the children complete the sentences) ."	We ain't talking. We not talking.
Then the teacher said, "Alright, girls at table 2, stop that giggling." But the girls at table 2 were not giggling. So they said, "We (let the children complete the sentence)."	We are not giggling. We ain't giggling.
Then the teacher said, "Boys and girls at table 1, stop kicking the table." But the boys and girls at table 1 were not kicking the table. So, they said, "We (let the children complete the sentence)."	We ain't kicking the table. We're not kicking the table.

What did the children at table 2 say when the teacher told table 3 to stop talking? (Continue this kind of question for more responses.)	They ain't talking. They're not talking. They not talking.
Two boys were playing a game together. One boy wasn't doing what he was suppose to do; he wasn't following the rules. So the other boy got mad, and told him that he wasn't playing fair. How did he tell him?	You ain't playing fair. You ain't doing right. You don't know how to play.

Try to get at least ten responses for each situation.

Read an EVERYDAY TALK response and ask if it is EVERYDAY TALK or SCHOOL TALK. Ask a child to change it to SCHOOL TALK.

Read a SCHOOL TALK response and ask if it is EVERYDAY TALK or SCHOOL TALK.

Proceed with the remaining responses in the way just described.

The contractions "aren't," "we're," "they're" and "you're" are not usually heard in the children's speech. However, if enough of your pupils use these contractions so that you wish to introduce them as short cut SCHOOL TALK, use the procedures described in LESSON 9.

LESSON 17 - RELATING WE, YOU AND THEY TO NOUNS

LET'S GO OVER OUR WORD PARTNERS.

PUT "WE" WITH "ARE":
"WE ARE."

PUT "YOU" WITH "ARE":
"YOU ARE."

PUT "THEY" WITH "ARE":
"THEY ARE."

"WE ARE, YOU ARE, THEY ARE."

Teacher	Possible Child Responses
Who can name a "we" for me? (The children may need help in naming themselves in addition to others.)	My mama and me. Clara and me. Betty and I.
If we say, "we are" in SCHOOL TALK, we can say, "Clara and me are," "Betty and I are."	
Name another "we" and tell me something about them in SCHOOL TALK. (Ask a number of children.)	My daddy and me are friends. My doll and I play.

When a child gives an EVERYDAY TALK response, ask him to repeat it in SCHOOL TALK.

Respond with a positive comment to SCHOOL TALK sentences and to those sentences that do not follow the pattern being taught.

Use the same procedure with "they."

Substitution Drill

Teacher	Child
We are friends.	Mike and me are friends.
They are lost.	The little boys are lost.

Use enough similar sentences so that a majority of children can respond.

LESSON 18 - USING THE DISTRIBUTION CHART

Make a copy of Chart 1 and put it in a place easily accessible to the children-- a bulletin board, the chalkboard, etc.

In teaching the children how to use the chart, point to "he" and read it. Point to "is", read it. Then read the two words together- "He is." Do the same with "she" and "it." Have the children read the pronoun-verb pairs with you. Use the same procedure with the second and third boxes.

In another lesson, go from the verb to the pronoun--

"is he?" "am I?" "are we?"

Use the reinforcement drills while waiting for the bell, as a transition activity, as a surprise activity, as a warm-up activity for a reading group.

Encourage the children to use the chart as a reference during class work and during independent work.

Chart 1 - Unit 1

he she it	is
I	am
we you they	are

LESSON 19 - SENTENCES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The purpose of the sentences is to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

The EVERYDAY TALK sentences are to be used first. The sentences are not to be written on the board or read by the children in these lessons. They are to be read by you, the teacher, as the children would say them, "He mean."

Read one sentence at a time and ask if the talk is EVERYDAY TALK or SCHOOL TALK. Ask the child to change the sentence to SCHOOL TALK.

You can anticipate that the children will be willing and able to help each other. Every child should be given an opportunity to respond.

The SCHOOL TALK sentences are to be used after the children have had ample opportunity to work with changing the EVERYDAY TALK sentences orally into SCHOOL TALK.

Read the sentence and ask if it is EVERYDAY TALK or SCHOOL TALK. The purpose is to give the children practice in recognizing SCHOOL TALK as it is spoken.

Frequently, ask the children to change a sentence read in SCHOOL TALK to EVERYDAY TALK. This practive serves as a check on the child's grasp of the relationship between EVERYDAY TALK and SCHOOL TALK. It also helps to emphasize the bi-dialectal idea with its implication that neither talk is superior, although one is preferred in the school situation.

Have the children repeat the sentences which use pronouns as subjects and substitute nouns for the pronouns, beginning with the EVERYDAY TALK pattern.

For example:

He ain't big.

He is not big.

My cousin is not big.

The teacher should do the first few sentences as an example for the children.

DECLARATIVE SENTENCES

EVERYDAY TALK

1. He mean.
2. She funny.
3. It sweet
4. We scared.
5. You pretty.
6. I'm late.
7. It growing.
8. We screaming.
9. She crying.
10. He playing.
11. You walking.
12. They crawling.
13. She unhappy.
14. They downstairs.
15. We nice to teacher.
16. It good to eat.
17. I'm next in line.
18. They running wild.
19. We crying about it.
20. She getting dresed.
21. He hitting me.
22. You playing baseball.
23. It fun to do.
24. The dog, he mean.
25. My doll, she funny.
26. My daddy's car, it black.
27. The big boys, they tough.
28. My sister, she crying.
29. My dog, he playing.
30. The babies, they crawling.

SCHOOL TALK

1. He is happy.
2. She is tiny.
3. It is sweet
4. We are big.
5. They are sorry.
6. You are mean.
7. I am good.
8. It is raining.
9. We are singing.
10. She is joking.
11. He is working.
12. You are reading.
13. They are flying.
14. I am laughing.
15. My dog is happy.
16. My doll is tiny.
17. My candy is sweet.
18. My brothers are strong.
19. The birds are flying.
20. My sisters are pretty.

DECLARATIVE SENTENCES

EVERYDAY TALK

1. It nice.
2. We in second grade.
3. They glad.
4. You sad.
5. It shining.
6. We playing.
7. She laughing at me.
8. He running.
9. You standing on my toe.
10. They working.
11. I'm talking to myself.
12. She glad to be in school..
13. He mad now.
14. They sad about school.
15. You always hitting on me.
16. We noisy sometimes.
17. It warm outside.
18. They singing songs.
19. We talking about things.
20. She hollering for nothing.
21. You reading a book.
22. It snowing outside.now.
23. I'm working hard now.
24. My brother, he big.
25. My sister, she small.
26. My brother and sister, they glad.
27. The sun, it shining.
28. My sister, she laughing.
29. My brother, he running.
30. My mama and daddy, they working.

SCHOOL TALK

1. You are happy.
2. He is sad.
3. We are tired.
4. It is noisy outside.
5. I am big.
6. She is in the house.
7. They are small.
8. We are playing.
9. It is snowing.
10. You are working.
11. He is talking.
12. They are running.
13. She is laughing.
14. I am singing.
15. My brother is tall.
16. My sister is nice.
17. The sun is shining.
18. My mama and daddy are working.
19. My brother and sister are glad.
20. My friends are reading.

INTERROGATIVE SENTENCES

EVERYDAY TALK

1. He mean?
2. She funny?
3. It sweet?
4. We scared?
5. They rough?
6. You fine?
7. It growing?
8. We going?
9. She crying?
10. He playing?
11. You walking?
12. They creeping?
13. He silly?
14. She sad?
15. They downstairs?
16. You happy?
17. We nice?
18. It good?
19. They running?
20. We crying?
21. She getting up?
22. He hitting him?
23. You playing?
24. It raining?
25. The dog mean?
26. My doll pretty?
27. My daddy big?
28. The boys tough?
29. The man coming?
30. My sister crying?
31. My dog playing?
32. The babies crawling?

SCHOOL TALK

1. Is he happy?
2. Is she tiny?
3. It is sweet?
4. Are we big?
5. Are they sorry?
6. Are you mean?
7. It is raining?
8. Are we singing?
9. Is she joking?
10. Is he working?
11. Are you reading?
12. Are they flying?
13. Is my dog happy?
14. Is my doll tiny?
15. Is my candy sweet?
16. Are my brothers strong?
17. Are the birds funny?
18. Are the sisters pretty?

NEGATIVE INTERROGATIVE SENTENCES

EVERYDAY TALK	SCHOOL TALK
1. Ain't he big?	1. Isn't he big?
2. Ain't she small?	2. Isn't she small?
3. Ain't she nice?	3. Isn't she nice?
4. Ain't we in school?	4. Aren't we in school?
5. Ain't they glad?	5. Aren't they glad?
6. Ain't you happy?	6. Aren't you happy?
7. Ain't it raining?	7. Isn't it raining?
8. Ain't we going?	8. Aren't we going?
9. Ain't she joking?	9. Isn't she joking?
10. Ain't we working?	10. Isn't he working?
11. Ain't they crying?	11. Aren't they crying?
12. Ain't you reading?	12. Aren't you reading?
13. Ain't your brother mad?	13. Isn't your brother mad?
14. Ain't his sister mean?	14. Isn't his sister mean?
15. Ain't her brother funny?	15. Isn't her brother funny?
16. Ain't the weather nice?	16. Isn't the weather nice?
17. Ain't the birds singing?	17. Aren't the birds singing?
18. Ain't the car coming?	18. Isn't the car coming?
19. Ain't the man working?	19. Isn't the man working?
20. Ain't the girl laughing?	20. Isn't the girl laughing?

NEGATIVE DECLARATIVE SENTENCES

	EVERYDAY TALK	SCHOOL TALK	CONTRACTED SCHOOL TALK	CONTRACTED SCHOOL TALK
1.	He ain't big.	He is not big.	He isn't big.	He's not big?
2.	She ain't small.	She is not small.	She isn't small.	She's not small.
3.	It ain't nice.	It is not nice.	It isn't nice	It's not nice.
4.	We ain't in school.	We are not in school.	We aren't in school.	We're not in school.
5.	They ain't glad.	They are not glad.	They aren't glad.	They're not glad.
6.	You ain't sad.	You are not sad.	You aren't sad.	You're not sad.
7.	It ain't coming.	It is not coming.	It isn't coming.	It's not coming.
8.	We ain't singing.	We are not singing.	We aren't singing.	We're not singing.
9.	She ain't joking.	She is not joking.	She isn't joking.	She's not joking.
10.	He ain't working.	He is not working.	He isn't working.	He's not working.
11.	You ain't reading.	You are not reading.	You aren't reading.	You're not reading.
12.	They ain't crying.	They are not crying.	They aren't crying.	They're not crying.
13.	His sister ain't mean.	His sister is not mean.	His sister isn't mean.	His sister's not mean.
14.	Her brother ain't funny.	Her brother is not funny.	Her brother isn't funny.	Her brother's not funny.
15.	The weather ain't nice.	The weather is not nice.	The weather isn't nice.	The weather's not nice.
16.	The car ain't coming.	The car is not coming.	The car isn't coming.	The car's not coming.
17.	The man ain't working.	The man is not working.	The man isn't working.	The man's not working.
18.	The girl ain't laughing.	The girl is not laughing.	The girl isn't laughing.	The girl's not laughing.
19.	My friends ain't mad.	My friends are not mad.	My friends aren't mad.	My friend's not mad.
20.	The birds ain't singing.	The birds are not singing.	The birds aren't singing.	The bird's not singing.

NEGATIVE DECLARATIVE SENTENCES

	EVERYDAY TALK	SCHOOL TALK	CONTRACTED SCHOOL TALK	CONTRACTED SCHOOL TALK
1.	It ain't in the house.	It is not in the house.	It isn't in the house.	It's not in the house.
2.	She ain't silly.	She is not silly.	She isn't silly.	She's not silly.
3.	They ain't sorry.	They are not sorry.	They aren't sorry.	They're not sorry.
4.	You ain't glad.	You are not glad.	You aren't glad.	You're not glad.
5.	We ain't big.	We are not big.	We aren't big.	We're not big.
6.	He ain't at home.	He is not at home.	He isn't at home.	He's not at home.
7.	They ain't looking.	They are not looking.	They aren't looking.	They're not looking.
8.	We ain't yelling.	We are not yelling.	We aren't yelling.	We're not yelling.
9.	She ain't playing.	She is not playing.	She is not playing.	She's not playing.
10.	He ain't going.	He is not going.	He isn't going.	He's not going.
11.	You ain't watching.	You are not watching.	You aren't watching.	You're not watching.
12.	It ain't running.	It is not running.	It is not running.	It's not running.
13.	The boys ain't here.	The boys are not here.	The boys aren't here.	The boy's not here.
14.	The car ain't new.	The car is not new.	The car isn't new.	The car's not new.
15.	Mama ain't home.	Mama is not home	Mama isn't home.	Mama's not home.
16.	My father ain't there.	My father is not there.	My father isn't there.	My father's not there.
17.	The babies ain't crying.	The babies is not crying.	The babies aren't crying.	The baby's not crying.
18.	The tree ain't growing.	The tree is not growing.	The tree isn't growing.	The tree's not growing.
19.	My sister ain't running.	My sister is not running.	My sister isn't running.	My sister's not running.
20.	The boy ain't helping.	The boy is not helping.	The boy isn't helping.	The boy's not helping.

LESSON 20 - STORIES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The stories are to be used to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

Read each story aloud in its entirety so that the children can understand the theme of the story and can absorb the flavor of the speech patterns.

Ask the children if the story is in SCHOOL TALK or EVERYDAY TALK.

Read the story again, stopping after each sentence to--

1. ask if the sentence is EVERYDAY TALK or SCHOOL TALK
2. invite changes by the children.

Read the entire story again, this time in SCHOOL TALK.

Story 1

Where we at? We in room __________.
Where room ______? It in school.
Where (boys name) ? He with us in room _______.
Where (girls name) ? She here, too.
(Point to a child--)
Where you at? I'm in room ___________.
(Point to several children--)
Where they at? They in room ________, too.
(Point to self--)
Where am I? You're here, too.

Story 2

My family, it big. I have two brothers and two sisters. I'm bigger than one brother. He six. My other brother, he older than me. He twelve. My sisters, they all smaller than me. They only babies now. One sister she two years old, and the other sister, she one. My brothers and me, we in school. But my sisters, they too small.

Story 3

John, he my brother. He big. He older than my sister. She a baby. They nice. We all play together. Sometimes we fight. My mama and daddy they say we fight too much. They tired and don't like noise. You not supposed to fight. You supposed to be good. That what my teacher say. Sometimes it hard to be good.

Story 4

My brother, he gon play. He gon play ball. My sister, she gon play, too. My brother and sister they gon play outside. We all gon play ball. You gon play, too.

Story 5

You ain't happy when you by yourself. It ain't fun to be by yourself. My brother and sister, they ain't here. My brother, he ain't home. He in school. My sister, she ain't home. She working. We ain't together much. I ain't happy at all.

LESSON 21 - RHYMED PATTERN PRACTICES TO REINFORCE SCHOOL TALK PATTERNS

The pattern practices review the standard dialect forms in the format of rhymed verses. The singing of these verses to familiar tunes can make the learning activity an enjoyable one for the children.

(Little Brown Jug)

John is home and Sue is too.
They are having fun. Are you?
He is happy, so is she.
The question is-s-s. Are we?

The answer is. We are happy, too.
Doing what we ought to do.
I am, you are, we are through.
Just like they are too.

He is big and she is small.
He is short and she is tall.
He is fat and she is thin.
Like a marble and a pin.

I am singing, you are too.
We are singing loud and true.
If this is enough for you,
Then say good-bye to John and Sue.

(Merrily We Roll Along)

I am glad and want to go-
want to go- want to go.
I am glad and want to go,
and play the whole day through.

She is glad and he is glad-
he is glad- he is glad.
They are glad, because they have
so many things to do.

We are glad, and you are glad-
you are glad- you are glad.
Everybody here is glad,
and this we know is true.

No, it is not says Johnny Jones-
Johnny Jones- Johnny Jones.
No, it is not says Johnny Jones,
and Johnny Jones means it, too.

I am not happy. I am sad-
I am sad- I am sad.
This song does not make me glad.
Let's sing something new.

LESSON 22 - DIALOGUES TO REINFORCE SCHOOL TALK PATTERNS

The dialogues serve the purpose of helping the children to use SCHOOL TALK in an interesting, comfortable and secure situation. They are to be memorized by the children and acted out in a play audience situation.

Have the children memorize the dialogues with the full forms first, "You are," "John is." Then reteach or review the same dialogues using the contracted forms, "you're," "John's."

Be sure that each child has a turn.

Dialogue 1

Girl	Boy
Today is a nice day.	Yes, it is.
You are (you're) pretty tall.	Yes, I am.
John is (John's) nice isn't he.	Yes, he is.
Is your sister nice?	Yes, she is.
They are (they're) both nice, aren't they?	Yes, they are.
Hey! Don't you ever say anything but "yes, it is," "yes, I am," "yes, he is," "yes, she is," "yes, they are?" I am (I'm) going crazy.	Yes, you are.
Are you trying to be funny?	Yes, I am.
We are (we're) going to get along just great.	Yes, we are.
I give up. I am (I'm) through talking.	Yes, you are.

Dialogue 2

Girl	Boy
What is (what's) your name?	My name is ________________. Are you happy now?
You are (you're) not very nice.	So I am (I'm) not nice.
I know a lot of boys. They are (they're) nice. They are (they're) not like you.	I know a lot of girls. They are (they're) not nosy. Ha ha.
My brother is like you. He is (he's) mean.	My sister is like you. She is (she's) nosy.
It is (it's) not nice to talk about your sister. like that.	You are (you're) the one who started it.
Since we are (we're) both in the same class, we could be friends.	We could, but we will not (won't) be.
Boys are not (aren't) nice at all.	We are (we're) okay when we are (we're) not bothered by girls.
Good-bye.	Good-bye.

LESSON 23 - SENTENCES AS INDEPENDENT WORK

The unit sentences may also be used as independent work. Be sure that the sentences used are sommensurate with the reading ability of the individual child. The following are suggested activities:

1. Five to ten sentences duplicated on sheets with a line below each sentence so that the child can rewrite the EVERYDAY TALK sentences in SCHOOL TALK.

   He big.

   ______________________________. (He is big.)

2. Sentences written in EVERYDAY TALK with a blank in the verb position. Children fill in from choices written below each sentence.

   He ____________________ big.

   is am are

LESSON 24 - OPPORTUNITIES FOR PRACTICE IN SCHOOL TALK

Current Interests

A talk on a topic of current interest to the child such as a favorite TV program or a field trip is an activity that can serve--

1. as practice in using SCHOOL TALK
2. to provide feedback to the teacher with respect to the extent the children can use the standard English verb forms introduced in the unit.

The teacher may have to ask questions or make comments to provide optimal opportunity for the child to use the verb form under consideration. For example, it may be necessary to ask a child talking about a trip to the zoo, "How do you feel about going to the zoo?" to elicit the response, "I am happy about it."

Each talk should be taped recorded. After the child has completed his talk, the teacher replays the tape, pausing at the sentences that contain "am," "is" and/or "are," and asks the child if the sentence is EVERYDAY TALK or SCHOOL TALK. The child is then asked to change the EVERYDAY TALK to SCHOOL TALK.

Science and Social Studies Lessons

In science and social studies lessons, the child should be encouraged to expose himself in speaking and writing in the way most comfortable and productive for him. His own speech patterns must be accepted if he is to learn the concepts taught in these subject areas and apply them.

After the child has grasped the concepts involved in the science and social studies lessons, activities which integrate both the desired subject matter and the use of the standard dialect can be used--

1. The children can give very short reviews of the lessons in SCHOOL TALK. They have already acquired some familiarity with the subject by then and can more easily use it as the medium for SCHOOL TALK.

2

2. Written lessons such as the following from science and social studies lessons can be prepared by the teacher.

Science

is are

Constellations

Constellations __________ star pictures.

Our sun __________ a star.

Our sun __________ hot.

Social Studies

is are

The Planetarium

Tommorrow our trip ________ to the planetarium.

We __________ anxious to go.

Mrs. Davis _______ going to sit in the back of the bus.

Moving on to the Next Unit

The oral presentation together with the practice in SCHOOL TALK provided in the science and social studies lessons should as indicated earlier in this section help you to determine whether the children are ready to move on to the next unit.

In view of the individual differences among children in most classrooms, some children will be ready to move ahead to the next unit while others will need additional practice with respect to the SCHOOL TALK introduced in this unit. We recommend, therefore, that when the majority of the children are ready to move ahead that you introduce the activities of the next unit to the entire class and form small instruction groups for those children who need additional practice. This procedure can be followed since success with one unit does not depend on mastery of the previous unit. In the meanwhile, you have not embarrassed the children who need additional help by holding them back.

UNIT II

LESSON 1 - REINFORCING THE USE OF WAS WITH I, HE, SHE AND IT

Teacher	Possible Child Responses
One day the teacher had to go out of the room. When she came back she asked the children, "What was going on while I was out of the room?" What do you think the children said to her?	Keith was running around the room. I was doing my work. Jaunita was talking to Sonja. They was talking. We was doing our work.

Record for your recall the responses that include "I, he, she and it was." Record at least ten such responses. Then say--

> REMEMBER THAT WE SAID THAT SOMETIMES EVERYDAY TALK AND SCHOOL TALK ARE JUST ALIKE AND SOMETIMES THEY ARE DIFFERENT. WELL, HERE WE HAVE SOME SENTENCES WHERE EVERYDAY TALK AND SCHOOL TALK ARE JUST ALIKE.

Read the responses, pausing after each one to ask whether it is SCHOOL TALK or EVERYDAY TALK and assuring the children, when necessary, that it is both.

Teacher	Possible Child Responses
Two children were playing a game. Aaron (the first child) had to ask Charley (the second child) why he did a certain thing. Charley had to tell Aaron why he did it.	
Aaron siad, "Why did you eat that hot dog?" Charley said, "I was hungry."	
Aaron said, "Why did you go to bed?" Charley said, "____________ ____________." (Ask a child to tell what Charley said.)	I was sleepy. I'm tired.

Teacher	Possible Child Responses
Aaron siad, "Why did John drink that pop?" Charley said, ______ ____________."	He was thristy. He like pop. I don't know.
Aaron said, "Why did Gail laugh at that joke?" Charley said, "______________________."	She was tickled. She thought it was funny.
Aaron said, "Why did the mouse run away?" Charley said, "______________________."	It was scared. The cat chased it.

You and the children can devise more questions and answers like these.

After each response that follows the "I, she, he and it was" pattern, ask the children if he answered in SCHOOL TALK or EVERYDAY TALK.

lesson 2 - RELATING I, HE, SHE AND IT TO WAS

HERE ARE SOME NEW WORD PARTNERS--

PUT "I" WITH "WAS":
"I WAS."

PUT "HE" WITH "WAS":
"HE WAS."

PUT "SHE" WITH "WAS":
"SHE WAS."

PUT "IT" WITH "WAS":
"IT WAS."

Reinforcing Drill

Teacher	Child
I	was
he	was
she	was
it	was

LESSON 3 - REINFORCING THE USE OF WAS IN INTERROGATIVE SENTENCES

Review the "was" word partners.

> NOW LET'S SEE IF WE CAN CHANGE OUR TELLING SENTENCES INTO ASKING SENTENCES. WHAT WERE SOME OF THE THINGS THE CHILDREN WERE DOING WHEN THE TEACHER WENT OUT OF THE ROOM? JUANITA WAS TALKING TO SONJA. KEITH WAS RUNNING AROUND THE ROOM. SIDNEY WAS READING HIS BOOK. LET'S TAKE THE SENTENCE ABOUT JUANITA FIRST. IT TELLS US WHAT JUANITA WAS DOING. I'M GOING TO CHANGE IT TO A QUESTION. A QUESTION MEANS THE SAME THING AS AN ASKING SENTENCE. FIRST, I'M GOING TO TELL YOU ABOUT JUANITA. JUANITA WAS TALKING TO SONJA. NOW I'M GOING TO ASK YOU ABOUT JUANITA. WAS JUANITA TALKING TO SONJA?

Pause here and tell the children to think about what you said. Repeat the two sentences. Then--

Teacher	Possible Child Responses
Keith was running around the room. Jessie, please change that to an asking sentence.	Keith running around the room? Was Keith running around the room? I don't know.
Sidney was reading his book.	Was Sidney reading his book?
Shirley was talking.	Was Shirley talking?
Mrs. Stallworth was talking on that thing up there.	Did Mrs. Stallworth talk on that thing up there?
Gregory was messing with me.	Was Gregory messing with me?
The fish was swimming in the water.	Was the fish swimming in the water?

Use at least ten responses for changing.

Give the child responding enough time to think and answer but not an embarrassing (to the child) amount of time.

Give the child help when necessary by providing clues.

Transformation Drill

Teacher	Child
I was	Was I
he was	was he
she was	was she
it was	was it

LESSON 4 - REINFORCING THE USE OF WAS NOT AND WASN'T

"Was not" and "wasn't" are frequently heard in the children's speech. The task of the teacher is to tie "was not" and "wasn't" to the right pronoun subject in standard dialect usage.

Teacher	Possible Child Responses
Was (an absent child) here today?	No.
Was (a male staff member) here when you came in this morning?	No, he wasn't. No, he was not.
Was it raining (or snowing or cold) yesterday?	No, it wasn't.
Was your mother at (a school function)?	She couldn't come.
Mrs. Smith said you were naughty in the lunchroom.	No, I wasn't. That boy hit me first.

Record for your recall about ten responses that include "wasn't" and "was not."

Read each response. Tell the children that the sentences are both EVERYDAY TALK and SCHOOL TALK.

Discuss "wasn't" as a contraction or "short cut" form of "was not."

Tell the boys and girls that when we ask questions using these words, we use the contraction rather than the full form-- "Wasn't it cold."

Then set up a dialogue of opposites--

Teacher	Child
Wasn't it cold yesterday?	Wasn't it hot yesterday?
Wasn't Mr. White nice?	Wasn't he mean?
wasn't that chair hard?	Wasn't that chair soft?
Wasn't mama bear big?	Wasn't baby bear little?
Wasn't that picture ugly?	Wasn't that picture pretty?

Contractions Drill

Teacher	Child
I was not	I wasn't
he was not	he wasn't
she was not	she wasn't
it was not	it wasn't
I wasn't	I was not
he wasn't	he was not
she wasn't	she was not
it wasn't	it was not

LESSON 5 - RELATING HE, SHE AND IT TO NOUNS

LET'S GO OVER OUR WORD PARTNERS--

I WAS

HE WAS

SHE WAS

IT WAS

Teacher	Possible Child Responses
In one of our lessons, we said, "Keith was running around the room." There is another word we can use in place of "Keith." Who knows that word?	He I don't know.

If no one in the class (and this is doubtful) responds with "he", remind the children that sometimes when we talked about daddy, we used another word. Do they remember that word? If "he" can be used in place of "daddy," could it also be used in place of "Keith?"

Teacher	Possible Child Responses
We also said, "Juanita was talking." Who knows a word we can use in place of "Juanita."	She
We also said, "The fish was eating the food." Who can give me another word for fish?	It

Use a number of the sentences given previously in this manner.

Then refer to the sentences that used "he," "she" and "it" pronouns and ask the children for appropriate nouns.

Guide the children in observing that when the pronoun is changed to a noun and vice versa, the verb does not change.

Substitution Drill

Teacher	Child
He was running.	Keith was running.
She was talking.	Juanita was talking.
It was eating.	The fish was eating.

Give as many children as possible the opportunity to respond.

LESSON 6 - INTRODUCING THE USE OF WERE WITH WE, YOU AND THEY

The verb "was" is very much a part of the children's vocabulary. However, the verb "were" is used infrequently by many of the children, if used at all. Therefore, a great deal of stress must be placed on the use and the pronunciation of "were." Begin by telling the children--

> WHEN WE TALKED ABOUT "HE, SHE AND IT WAS," WE DISCOVERED THAT OUR EVERYDAY TALK AND OUR SCHOOL TALK WAS THE SAME. NOW, WE'LL DISCOVER THAT OUR EVERYDAY TALK AND SCHOOL TALK WILL BE DIFFERENT AGAIN. (SOMETIMES)
>
> REMEMBER THAT EVERYDAY TALK IS WHAT WE USE WHEN WE'RE JUST TALKING WITH OUR FRIENDS AND OUR PARENTS ABOUT WHAT'S HAPPENING AND OTHER THINGS.
>
> SCHOOL TALK IS WHAT WE ARE LEARNING TO USE IN SCHOOL. SOMETIMES WE REALLY HAVE TO THINK ABOUT THE SCHOOL TALK WAY BEFORE WE USE IT, WHEREAS, WITH EVERYDAY TALK, WE JUST TALK WITHOUT THINKING TOO MUCH ABOUT HOW TO SAY WHAT WE WANT TO SAY.

Teacher	Possible Child Responses
Remember when we talked about what was going on in the classroom while the teacher was out? Someone said, "We was doing our work."	
What do you think the girls were doing?	The girls was looking out the window.
What were the boys doing?	The boys was doing they work.
What were you and Josephine doing, Renee?	We were drawing a picture.
What was table 2 doing, Mark?	We was reading together.
What do you think I was doing while I was gone?	You was talking to the principal.

Accept all responses with a positive comment. Record for your recall the responses that include "was" and "were." Expect the majority of sentences to include "was"; however, there may be a few "were" responses.

Read an EVERYDAY TALK response. Tell the boys and girls that it is EVERYDAY TALK.

Then say the same response in SCHOOL TALK stressing slightly the "were." Ask the children to repeat the SCHOOL TALK sentence after you.

Read the next response in EVERYDAY TALK and repeat the procedure.

Then read a SCHOOL TALK response. Ask a child if it is SCHOOL TALK or EVERYDAY TALK. If the child called on responds EVERYDAY TALK, call on another child. If the child called on responds SCHOOL TALK ask him to tell you the difference between the SCHOOL TALK and the EVERYDAY TALK.

Several children may have to be called on to get the desired response and you may have to eventually tell the children the difference. Do this by saying the EVERYDAY TALK sentence and then the SCHOOL TALK sentence, slightly stressing the "was" in the former sentence and the "were" in the latter sentence.

Continue these procedures with the rest of the responses.

Teacher	Possible Child Responses
The other day Michael and his sister Beverly found a five dollar bill. But then they lost it. I asked them, "What were you going to do with the five dollars?" Beverly said, "We ____________________." Who would like to tell me what Beverly was going to say?	We was gon buy something. We was going to give it to our mama. We were going to save it.
What were you going to buy? (Ask several children this questions and then say--)	We were gon buy my mama a fur coat.
What was I doing when you first saw me this morning, Betty?	You was writing on the board. You were putting up our pictures.
The boys and girls of Room 102 were having lots of fun at the park playground. What are some of the things they were doing?	They were swinging. They were sliding on the sliding board. They was playing on the monkey bars.

Try to get at least ten responses for each pronoun subject. Use the responses as discussed previously.

Tell the children that "gon" stands for "going to" in SCHOOL TALK.

Do not hurry through this lesson. Give the children ample time to recall and use the standard dialect pattern.

Devise more questions and stories if necessary to give the children additional practice.

LESSON 7 - RELATING WE, YOU AND THEY TO WERE

FIRST, WE'LL GO OVER THE "WAS" WORD PARTNERS--

I WAS

HE WAS

SHE WAS

IT WAS

Teacher	Possible Child Responses
Were we noisy when we came back from the fire drill?	No, we weren't. No, we wasn't.
Was I smiling when you were noisy in the line?	No, you wasn't.
Was I frowning when you sang so beautifully at the assembly program?	No, you were not.
Were your mama and daddy scared at the storm last night?	No, they was not.
Were the girls pushing when you fell down?	No, they were not.

Use the negative responses that include "wasn't," "was not," "were not" and "weren't."

If the response includes the contracted form "wasn't" or "weren't" accept it with a comment and save for a later lesson.

If the response is "was not" ask the child if it is SCHOOL TALK or EVERYDAY TALK and to change it to SCHOOL TALK.

If the response is "were not," ask the child if it is SCHOOL TALK or EVERYDAY TALK.

After working with the "was not" and "were not" responses, refer to the contracted forms.

If a response include "we, you, or they wasn't", break "wasn't" down into "was not" and ask if "we, you or they" are partners with "was." Help the children determine that this is EVERYDAY TALK and the SCHOOL TALK would be "were not" or "weren't."

Go back to the "were not" responses of the earlier session. Change "were not" to "weren't." Put a slight stress on the word "weren't." Invite the boys and girls to repeat the sentences after you.

Tell the children that when we ask some questions, we use "weren't" rather than "were not." Then set up a dialogue of opposites such as the following:

Teacher	Possible Child Responses
Weren't you sleepy?	Weren't you wide awake?
Weren't the clowns funny?	Weren't the clowns funny?
Weren't we scared?	Weren't we tickled?
Weren't we having fun?	Weren't we having a terrible time?

NOW WE'LL LEARN THE "WERE" WORD PARTNERS

PUT "WE" WITH "WERE":
"WE WERE."

PUT "YOU" WITH "WERE":
"YOU WERE."

PUT "THEY" WITH "WERE":
"THEY WERE."

"WE WERE, YOU WERE, THEY WERE."

Reinforcing Drill

Teacher	Child
we	were
you	were
they	were

LESSON 8 - INTRODUCING THE USE OF WERE IN INTERROGATIVE SENTENCES

Review the "were" word partners. Then say--

> HOW MANY OF YOU REMEMBER HOW WE CHANGE TELLING SENTENCES TO ASKING SENTENCES? LET'S REMEMBER TOGETHER. A TELLING SENTENCE: JUANITA WAS TALKING TO SONJA. NOW, AN ASKING SENTENCE: WAS JUANITA TALKING TO SONJA?
>
> NOW YOUR TURN. I'M GOING TO TELL YOU SOMETHING, ANTHONY. YOU WERE READING NICELY THIS MORNING. NOW, I'M GOING TO ASK YOU ABOUT THE SAME THING. ANTHONY, WERE YOU READING NICELY THIS MORNING?

Pause here and let the children think about the two sentences. You might repeat the two sentences. Ask the children if you were using SCHOOL TALK or EVERYDAY TALK.

Teacher	Possible Child Responses
You were going to buy something with that five dollars.	Were you going to buy something?
They were going to buy their mama a fur coat.	Were they going to buy a fur coat?

Teacher	Possible Child Responses
They was swinging on the swings.	Was they swinging on the swings?
We was supposed to go to the library.	Was we supposed to go to the library?
We were supposed to have gym.	Were we supposed to have gym?

Use at least ten sentences for changing to questions.

Use "was" sentences also. Ask the children if the sentences are EVERYDAY TALK or SCHOOL TALK.

When a child has difficulty in determining the different "talks", remind him of the "was" and "were" word partners and give him time to work it out before asking another child to give the desired response or telling him yourself.

Transformation Drill

Teacher	Child
we were	were we?
you were	were you?
they were	were they"
I was	was I?
she was	was she?
he was	was he?
it was	was it?

LESSON 9 - INTRODUCING THE USE OF WERE NOT AND WEREN'T

"Were not" and "weren't" are very seldom heard in the children's speech. The teacher has the option of deciding whether to introduce "weren't" at this time.

Teacher	Possible Child Responses
We were tired when we were coming back from our trip?	Yes, we were. No, we wasn't.

Reinforcing Drill

Teacher	Child
we were	we were not
you were	you were not
they were	they were not

Contractions Drill

Teacher	Child
we were not	we weren't
you were not	you weren't
they were not	they weren't
we weren't	we were not
you weren't	you were not
they weren't	they were not

LESSON 10 - RELATING WE, YOU AND THEY TO NOUNS

Review the "were" word partners. Then say--

Teacher	Possible Child Responses
In one of our lessons, we said, "They was sliding on the sliding board." Who were we talking about? Who was sliding on the sliding board?	The children. The boys and girls.

WELL, CHILDREN WHEN WE SAY "THEY" AND THE "THE BOYS AND GIRLS," WE ARE TALKING ABOUT THE SAME THING.

WHEN WE SAY "THEY WAS SLIDING ON THE SLIDING BOARD," WE ARE USING WHAT KIND OF TALK?

HOW DO WE SAY THAT IN SCHOOL TALK? "THEY WERE SLIDING ON THE SLIDING BOARD." RIGHT!

NOW WHAT WORDS CAN WE USE IN PLACE OF "THEY"? THAT'S RIGHT, "THE BOYS AND GIRLS." SO IN SCHOOL TALK, WE WILL SAY, "THE BOYS AND GIRLS WERE SLIDING ON THE SLIDING BOARD."

NOW I'LL USE "WE" AND "THEY" IN SOME SENTENCES AND YOU CHANGE "WE" AND "THEY" TO NAMES OF PEOPLE. WE WON'T DISCUSS "YOU" BECAUSE WHEN WE USE THE WORD "YOU", WE ARE USUALLY LOOKING RIGHT AT THE PERSON OR PERSONS WE ARE TALKING TO. (Elaborate if necessary)

Teacher	Possible Child Responses
They were playing on the monkey bars.	The boys were playing on the monkey boys.
They were singing.	The people were singing.
We were laughing at my big brother.	My sister and I were laughing at my big brother.

Give every child a turn to respond.

Remind the children that when the pronoun is changed to a noun and vice versa, the verb does not change.

Some of the children will find it difficult to master "were." The teacher may decide to drop the "were" lessons for a while and return to them at a later date.

LESSON 11 - USING THE DISTRIBUTION CHART

Make a copy of Chart 2 and put it in a place easily accessible to the children, a bulletin board or the chalk board.

In teaching the children how to use the chart, point to "he," read it. Point to "was," read it. Then read the two words together--"he was." Do the same with "she" and "it." Have the children read the pronoun-verb pairs with you. Use the same procedure with the second box.

In another lesson, go from the verb to the pronoun--

was he?　　was I?　　were we?

Use the reinforcement drills while waiting for the bell, as a transition act, as a surprise activity or as a warm-up activity for a reading group.

Encourage the children to use the chart as a reference during class work and during independent work.

Chart 2 - Unit 2

I he she it	was
we you they	were

LESSON 12 - SENTENCES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The purpose of the sentences is to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK

The EVERYDAY TALK sentences are to be used first. The sentences are not to be written on the board or read by the children in these lessons. They are to be read by you, the teacher, as the children would say them, "We was mad."

Read one sentence at a time and ask if the talk is EVERYDAY TALK or SCHOOL TALK. Ask the child to change the sentence to SCHOOL TALK.

You can anticipate that the children will be willing and able to help each other. Every child should be given an opportunity to respond.

The SCHOOL TALK sentences are to be used after the children have had ample opportunity to work with changing the EVERYDAY TALK sentences orally into SCHOOL TALK.

Read the sentence and ask if it is EVERYDAY TALK or SCHOOL TALK. The purpose is to give the children practice in recognizing SCHOOL TALK as it is spoken.

Frequently, ask the children to change a sentence read in SCHOOL TALK to EVERYDAY TALK. This practice serves as a check on the child's grasp of the relationship between EVERYDAY TALK and SCHOOL TALK. It also helps to emphasize the bi-dialectal idea with its implication that neither talk is superior, although one is preferred in the school situation.

Have the children repeat the sentences which use pronouns as subjects and substitute nouns for the pronouns, beginning with the EVERYDAY TALK pattern.

For example:

We was hungry.

We were hungry.

My sister and I were hungry.

The teacher should do the first few sentences as an example for the children.

DECLARATIVE SENTENCES

EVERYDAY TALK

1. I was there
2. You was here.
3. He was outside.
4. They was small.
5. It was nice.
6. He was playing.
7. They was talking.
8. It was singing.
9. We was walking.
10. It was jumping.
11. You was laughing.
12. She was crying.
13. He was very smart.
14. It was sunny yesterday.
15. I was tired.
16. They was mad at me.
17. We was in school.
18. It was snowing yesterday.
19. I was talking before.
20. She was wearing a new dress.
21. He was playing a game.
22. They was watching us.
23. You was outside yesterday.
24. My mama, she was sad.
25. My puppies, they was small.
26. The weather, it was nice.
27. My brother, he was playing.
28. My friends, they was talking.
29. The bug, it was jumping.
30. My sister, she was crying.

SCHOOL TALK

1. He was happy
2. She was tiny.
3. It was sweet.
4. We were big.
5. They were sorry.
6. You were mean.
7. I was good.
8. It was raining.
9. We were singing.
10. She was joking.
11. He was working.
12. She was crying.
13. He was very smart.
14. I was laughing.
15. My dog was happy.
16. My doll was tiny.
17. My candy was sweet.
18. My brothers were strong.
19. The birds were flying.
20. My sisters were pretty.

DECLARATIVE SENTENCES

EVERYDAY TALK

1. I was afraid.
2. You was nice.
3. We was right.
4. They was green.
5. It was sweet.
6. He was dancing.
7. They was fighting.
8. I was talking.
9. It was melting.
10. You was screaming.
11. She was fussing.
12. He was sick yesterday.
13. It was cloudy on Tuesday.
14. I was sorry for her.
15. You was dirty yesterday.
16. They was together.
17. We was crazy.
18. It was raining last night.
19. I was reading a book.
20. She was laughing at him.
21. He was singing in school.
22. We was winning the game.
23. They was drinking milk.
24. You was calling me.
25. The teacher, he was friendly.
26. The balloons, they was green.
27. The ice cream, it was sweet.
28. The big boys, they was fighting.
29. The snow, it was melting.
30. My mama, she was fussing.

SCHOOL TALK

1. You were happy.
2. He was sad.
3. We were tired.
4. It was noisy outside.
5. I was big.
6. She was in the house.
7. She was small.
8. We were playing.
9. It was snowing.
10. You were working.
11. He was talking.
12. They were running.
13. She was laughing.
14. I was singing.
15. My brother was tall.
16. My sister was nice.
17. The sun was shining.
18. My mama and daddy were working.
19. My brother and sister were glad.
20. My friends were reading.

NEGATIVE DECLARATIVE SENTENCES

	EVERYDAY TALK	SCHOOL TALK	CONTRACTED EVERYDAY TALK	CONTRACTED SCHOOL TALK
1.	They was not big.	They were not big.	They wasn't big.	They weren't big.
2.	She was not small.	She was not small.	She wasn't small.	She wasn't small.
3.	It was not nice.	It was not nice.	It wasn't nice.	It wasn't nice.
4.	We was not in school.	We were not in school.	We wasn't in school.	We weren't in school.
5.	They was not glad.	They were not glad.	They wasn't glad.	They weren't glad.
6.	You was not sad.	You were not sad.	You wasn't sad.	You weren't sad.
7.	I was not happy.	I was not happy.	I wasn't happy.	I wasn't happy.
8.	You was not coming.	You were not coming.	You wasn't coming.	You weren't coming.
9.	We was not singing.	We were not singing.	We wasn't singing.	We weren't singing.
10.	We was not joking.	We were not joking.	We wasn't joking.	We weren't joking.
11.	She was not working.	She was not working.	She wasn't working.	She wasn't working.
12.	You was not reading.	You were not reading.	You weren't reading.	You weren't reading.
13.	They was not crying.	They were not crying.	They wasn't crying.	They weren't crying.
14.	I was not fighting.	I was not fighting.	I wasn't fighting.	I wasn't fighting.
15.	My friends was not mad.	My friends were not mad.	My friends wasn't mad.	My friends weren't mad.
16.	His sister was not mean.	His sister was not mean.	His sister wasn't mean.	His sister wasn't mean.
17.	The weather was not nice.	The weather was not nice.	The weather wasn't nice.	The weather wasn't nice.
18.	The birds was not there.	The birds were not there.	The birds wasn't there.	The birds weren't there.
19.	The car was not coming.	The car was not coming.	The car wasn't coming.	The car wasn't coming.
20.	The man was not working.	The man was not working.	The man wasn't working.	The man wasn't working.

INTERROGATIVE SENTENCES

EVERYDAY TALK

1. Was you here then?
2. Was he outside?
3. Was we inside?
4. Was she sad?
5. Was they small?
6. Was it nice?
7. Was he playing?
8. Was they playing?
9. Was we walking?
10. Was it jumping?
11. Was you laughing?
12. Was she happy?
13. Was he very smart?
14. Was it sunny yesterday?
15. Was you glad?
16. Was they mad?
17. Was it snowing yesterday?
18. Was I talking before?
19. Was she wearing a new dress?
20. Was he talking to me?
21. Was we playing a game?
22. Was they watching us?
23. Was you outside yesterday?
24. Was my brother outside?
25. Was my mama sad?
26. Was the weather nice?
27. Was my brother playing?
28. Was my friends talking?
29. Was the bug jumping?
30. Was my sister crying?

SCHOOL TALK

1. Was I home?
2. Were you there?
3. Was he friendly?
4. Were we right?
5. Was she good?
6. Were they green?
7. Was it sweet?
8. Was he dancing?
9. Were they fighting?
10. Was I sleeping?
11. Were we talking?
12. Was it melting?
13. Were you talking?
14. Was she fussing?
15. Were the balloons green?
16. Was the boy fighting?
17. Was the girls playing?
18. Were the babies crying?
19. Was the man working?
20. Was the lady reading?

NEGATIVE INTERROGATIVE SENTENCES

	EVERYDAY TALK		SCHOOL TALK
1.	Wasn't I there?	1.	Wasn't I there?
2.	Wasn't you here?	2.	Weren't you here?
3.	Wasn't he friendly?	3.	Wasn't he friendly?
4.	Wasn't we right?	4.	Weren't we right?
5.	Wasn't she good?	5.	Wasn't she good?
6.	Wasn't they tired?	6.	Weren't they tired?
7.	Wasn't it sweet?	7.	Wasn't it sweet?
8.	Wasn't he dancing?	8.	Wasn't he dancing?
9.	Wasn't I walking?	9.	Wasn't I walking?
10.	Wasn't they fighting?	10.	Weren't they fighting?
11.	Wasn't we sleeping?	11.	Weren't we sleeping?
12.	Wasn't it melting?	12.	Wasn't it melting?
13.	Wasn't you crying?	13.	Weren't you crying?
14.	Wasn't she fussing?	14.	Wasn't she fussing?
15.	Wasn't the ladies here?	15.	Weren't the ladies here?
16.	Wasn't my friend short?	16.	Wasn't my friend short?
17.	Wasn't my sister sorry?	17.	Wasn't my sister sorry?
18.	Wasn't the rain nice?	18.	Wasn't the rain nice?
19.	Wasn't the grown-ups leaving?	19.	Weren't the grown-ups leaving?
20.	Wasn't my brother playing?	20.	Wasn't my brother playing?
21.	Wasn't the game starting?	21.	Wasn't the game starting?
22.	Wasn't my baby sister crying?	22.	Wasn't my baby sister crying?

LESSON 13 - STORIES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The stories are to be used to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

Read each story aloud in its entirety so that the children can understand the theme of the story and can absorb the flavor of the speech patterns.

Ask the children if the story is in SCHOOL TALK or EVERYDAY TALK.

Read the story again, stopping after each sentence to--

1. ask if the sentence is EVERYDAY TALK or SCHOOL TALK,
2. invite changes by the children.

Read the entire story again, this time in SCHOOL TALK.

Story 1

Where was you?	I was at home.
Where was Andrew?	He was outside.
Where was Tina?	She was at home, too.
Where was Jeffery and Shelly?	They was in school.
It was Sunday yesterday, wasn't it?	Yes, it was; they was in Sunday School.
I was playing ball.	You was? That was nice.
We was all busy.	Yes, we was.

Story 2

I was in school yesterday. It was hot. My teacher, she was teaching us everything. A bad boy, John, he was making noise. We was sleepy. Was you sleepy, too? All my friends, they was sleepy. I was waiting to go home. The other boys and girls, they was waiting, too. We was almost through. But that bad boy, he was still making noise. So we all had to stay after school.

Story 3

Was you ever slammed in a door? I was. My arm, it was so sore, too. My brother and me, we was playing by the door. He was pushing on it and wham. My sister, she was almost slammed, too. My mama and daddy they was mad at us. We was in trouble. Was you ever in trouble like that?

LESSON 14 - RHYMED PATTERN PRACTICES TO REINFORCE SCHOOL TALK PATTERNS

The pattern practices review the standard dialect forms in the format of rhymed verses. The singing of these verses to familiar tunes can make this learning activity an enjoyable one for the children.

(London Bridge)

We were singing. So was he.
So was he. So was he.
We were singing. So was he.
Ver-ry loudly.

They were singing. So was she.
So was she. So was she.
They were singing. So was she.
ver-ry proudly.

You were singing. So were we.
So were we. So were we.
You were singing. So were we.
Ver-ry neatly.

It was sung by everyone.
Everyone. Everyone.
It was sung by everyone.
Ver-ry sweetly.

(Little Brown Jug)

John was singing; so was Sue.
It was pretty nice to do.
It was such a pretty song,
That you couldn't sing it wrong.

He was happy, so was she.
Just like you and just like me.
They were happy yesterday,
'Cause all they had to do was play.

They were playing all day long.
He was singing a new song.
She was playing on the ground,
They was singing all around.

(Twinkle Twinkle Little Star)

They were having lots of fun.
He was playing in the sun.
She was playing in the shade.
It was nice, the way they played.

You were playing outside, too.
I was playing next to you.
We were playing a new game.
I forget, what was the name?

LESSON 15 - DIALOGUES TO REINFORCE SCHOOL TALK PATTERNS

The dialogues serve the purpose of helping the children to use SCHOOL TALK in an interesting, comfortable and secure situation. They are to be memorized by the children and acted out in a play audience situation.

Have the children memorize the dialogues with the full forms first, "I was." "He was." Then reteach or review the same dialogues using the contracted forms, "You weren't." "That wasn't."

Dialogue 1

Girl	Boy
Hi, John.	Hi, Sue.
What were you doing?	Nothing.
I saw you doing something.	So.
Well, if you were doing something, why did you say you were not. (weren't)	I was doing something when you were looking, but I am (I'm) not now.
What were you doing?	Why should I tell you? Do nosy girls have to know everything?
That was not (wasn't) nice to say. All I asked was what you were doing.	You want to know what I was doing.
Yes, what were you doing, anyhow?	Okay, I will (I'll) tell you. I was minding my own business.
Oh, phooey! (Or whatever the kids say.)	

Dialogue 2

Girl	Boy
Were you in school last week?	No, I was not. (wasn't).
Why? Where were you?	I was at home because my mother was sick. I stayed home to help her.
What was wrong with her?	She was sneezing. She had a cold.
Where was your father?	He was working.
Where were your brothers and sisters?	They were in school.
Oh yes, I saw them when we were playing at recess. They were sad.	Yes, we were all sad until my mother was better.
Good-bye.	Good-bye.

Dialogue 3

Girl	Boy
Where were you yesterday?	I was playing with my brother and sister.
They were supposed to be in school.	There was no school yesterday.
Your brother was home, right?	Yes, he was.
What were you playing?	It was fun.
In the rain? It was raining yesterday.	What was wrong with that?
You were playing in the rain? Were you all wet?	Yes, but the ball was dry. Wait, where are you going?
Someplace else fast.	

LESSON 16 - SENTENCES AS INDEPENDENT WORK

The unit sentences may also be used as independent work. Be sure that the sentences used are commensurate with the reading ability of the individual child. The following are suggested activities:

1. Five to ten sentences duplicated on sheets with a line below each sentence to enable the child to rewrite the EVERYDAY TALK sentences in SCHOOL TALK.

They was friends.

__________________________. (They were friends.)

2. Sentences written in EVERYDAY TALK with a blank in the verb position. Children fill in from choices written below each sentence.

They ________________ friends.

was were

LESSON 17 - OPPORTUNITIES FOR PRACTICE IN SCHOOL TALK

Current Interests

A talk on a topic of current interest to the child such as a favorite TV program or a field trip is an activity that can serve--

1. as practice for the child in using SCHOOL TALK

2. to provide feedback to the teacher with respect to the extent the child can use the standard English verb forms introduced in the unit.

You may have to ask questions or make comments to provide optimal opportunity for the child to use the verb form under consideration. For example, it may be necessary to ask a child talking about a trip to the zoo, "What were the monkeys doing?" to elicit the response, "The monkeys were jumping up and down."

Each talk should be taped recorded. After each child has completed his talk, replay the tape, pausing at the sentences that contain "was" and/or "were" and ask the child if the sentence is EVERYDAY TALK or SCHOOL TALK. Then ask the child to change the EVERYDAY TALK to SCHOOL TALK.

Science and Social Studies Lessons

In science and social studies lessons, the child should be encouraged to express himself in speaking and writing in the way most comfortable and productive for him. His own speech patterns must be accepted if he is to learn the concepts taught in these subject areas and apply them.

After the child has grasped the concepts involved in the science and social studies lessons, activities which integrate both the desired subject matter and the use of the standard dialect can be used--

1. The children can give very short reviews of the lessons in SCHOOL TALK. They have already acquired some familiarity with the subject by then and can more easily use it as the medium for SCHOOL TALK.

2. Written lessons such as the following from science and social studies lessons can be prepared by the teacher.

Science

was were

Our Dry Plant

Yesterday the water ____________ all gone.

The soil ________ dry.

The leaves ________ dropping.

Social Studies

was were

The Planetarium

Yesterday our trip ________ to the Planetarium.

We ________ anxious to go.

Mrs. Davis ______ sitting in the back of the bus.

The children should be held responsible for only those verb patterns to which they have been introduced and given opportunities for practice.

Moving on to the Next Unit

The oral presentation together with the practice in SCHOOL TALK provided in the science and social studies lessons should as indicated earlier in this section help you to determine whether the children are ready to move on to the next unit.

In view of the individual differences among children in most classrooms, some children will be ready to move ahead to the next unit while others will need additional practice with respect to the SCHOOL TALK introduced in this unit. We recommend, therefore, that when the majority of the children are ready to move ahead that you introduce the activities of the next unit to the entire class and form small instruction groups for those children who need additional practice. This procedure can be followed since success with one unit does not depend on mastery of the previous unit. In the meanwhile, you have not embrassed the children who need additional help by holding them back.

UNIT III

LESSON 1 - FOCUSING ON THE "-S" ENDINGS

Teacher	Possible Child Responses
You know a lot about teachers, boys and girls because you have been in school for two years or more. So put on your thinking caps and tell me what the teacher does every morning when she (or he) comes into the room?	She turn on the lights. She puts out the pencils. He hang up his coat.

Record about ten of these responses for your recall.

Read the first EVERYDAY TALK responses to the children and tell them it is EVERYDAY TALK.

Ask the children to tell you what EVERYDAY TALK is. Briefly discuss the ideas presented.

Then repeat the sentence in SCHOOL TALK slightly stressing the "-s" sound at the end of the verb.

Read the next response in EVERYDAY TALK, label it EVERYDAY TALK and repeat it in SCHOOL TALK slightly stressing the "-s" ending of the verb.

Then read a SCHOOL TALK response and ask if it is SCHOOL TALK or EVERYDAY TALK. Read each of the remaining sentences, one at a time and ask if it is SCHOOL TALK or EVERYDAY TALK. Ask the child responding to change EVERYDAY TALK to SCHOOL TALK.

Teacher	Possible Child Responses
What kind of work does your daddy (other male relatives) do?	My daddy drive a truck. He work in a cleaners. He work at the steel mill.

What kind of work does your mama (other female relatives) do?	She sweep the floor. She make the beds. My mama work on 63rd Street
Have you ever taken a ride on the "L" (elevated train)? What are some of the things the "L" does?	It go real fast. It shakes you. You have to hold on tight not to fall down.

Use the responses as described earlier.

"-S" Ending Response Drill

Teacher	Possible Child Responses
My dog barks at the mailman. Who does your dog bark at?	My dog barks at the cars.
My goldfish eats bread crumbs What does your goldfish eat?	My goldfish eats fish food.
My brother likes to read the funnies? What does your brother like to read?	My brother likes to read the sports.
My sister looks good in her natural. How does your sister look?	My sister looks good, too.
My family always looks at (current TV show). What does your family look at?	My family always look at ____________________.

LESSON 2 - RELATING HE, SHE AND IT TO "-S" ENDINGS

> WHEN WE TALK ABOUT THE "L" IN EVERYDAY TALK, WE SAY, "IT GO FAST." WHEN WE USE SCHOOL TALK, WE SAY, "IT GOES FAST." WHAT IS THE DIFFERENCE BETWEEN THE EVERYDAY TALK AND THE SCHOOL TALK?

Pause here for a response from the children. You may have to help the children verbalize that the SCHOOL TALK has a ssss sound at the end of "goes." If the children have much difficulty with this distinction, lesson 1 will have to be retaught.

Review a few more examples of EVERYDAY TALK and SCHOOL TALK sentences. Then introduce the new word partners—

PUT "HE" WITH "WORKS", "PLAYS":
"HE WORKS." "HE PLAYS."

PUT "SHE" WITH "WORKS", PLAYS":
"SHE WORKS." "SHE PLAYS."

PUT "IT" WITH "WORKS", "PLAYS":
"IT WORKS." "IT PLAYS."

Reinforcing Drill

Teacher	Child
he	works
she	works
it	works

LESSON 3 - RELATING HE, SHE AND IT TO NOUNS

Review the "-s" word partners.

Refer to about ten of the SCHOOL TALK sentences discussed in lesson 1. Read a sentence with a pronoun subject to the children and ask a child to change the pronoun to a noun.

Repeat the sentence with the noun as the subject of the sentence.

Help the children note that the verb does not change. Use the same procedure with the remaining sentences.

Substitution Drill

Teacher	Child
He works.	My daddy works.
He barks at people.	My dog barks at people.
She likes to read the funnies.	My aunt likes to read the funnies.
It makes a lot of noise.	The "L" makes a lot of noise.

Use enough similar sentences so that a majority of children can respond.

LESSON 4 - TEACHING/REINFORCING THE VERB FORM FOR I, WE, YOU AND THEY SUBJECTS

The children's use of present tense regular verbs with "I", "we", "you", and "they" subjects corresponds to the standard dialect usage. However, to avoid the danger of "over corrections"— "I works", "they works", this usage must be reviewed.

Teacher	Possible Child Responses
When you are hungry (thirsty) what do you do?	I tell my mama. I eat a cookie. I drink some water.
When the fire bell rings, what do we do?	We get quiet. We look at the teacher.
What do we do when it's time for lunch?	We wash our hands. We get our coat.
Tell me how to make a fan?	You take some paper and you fold it like this.
Tell me how to make jello?	You get a pan. You put the jello in a bowl.
When children get mad, what do they do?	They scream. They cry.
When grown-ups get mad, what do they do?	They yell at you.

When about five responses in each pronoun category have been received, tell the boys and girls that once again we have sentences that are both SCHOOL TALK and EVERYDAY TALK.

Then read the responses, pausing after each one to label it SCHOOL TALK and EVERYDAY TALK.

LESSON 5 - RELATING I, WE, YOU AND THEY TO THE STANDARD VERB FORM

Review the "-s" word partners.

Introduce the new word partners—

PUT "I" WITH "WORK", "PLAY":
"I WORK." "I PLAY."

PUT "WE" WITH "WORK", "PLAY":
"WE WORK." "WE PLAY."

PUT "YOU" WITH "WORK", "PLAY":
"YOU WORK." "YOU PLAY."

PUT "THEY" WITH "WORK", "PLAY":
"THEY WORK." "THEY PLAY."

Reinforcing Drill

Teacher	Child
he	works
she	works
it	works
I	work
we	work
you	work
they	work

LESSON 6 - RELATING I, WE, YOU AND THEY TO NOUNS

Review the standard dialect word partners.

Refer to about ten of the standard dialect sentences discussed in lesson 4.

Read a sentence with a pronoun subject to the children and ask a child to change the pronoun to a noun.

Repeat the sentence with the noun as a subject. Have the children note that the verb does not change.

Use the same procedure with the remaining sentences.

Substitution Drill

Teacher	Child
We work hard in school.	Michael and me work hard in school.
You like to run, don't you?	Barbara, you like to run, don't you?
They come to my house everyday.	My friends come to my house everyday.

Use enough similar sentences so that a majority of children can respond.

LESSON 7 - FOCUSING ON THE "-ES" ENDING

Teacher	Possible Child Responses
Sometimes it's fun to wish for things we don't have and probably never will have. What are some of the things you wish you had, Kitty? (Ask other children the same question.)	I wish I had a big doll. I wish I had a pretty house. I want a G. I. Joe.
What does your big sister wish she had?	She wish she had a party dress.
What does your big brother wish he had?	He wishes he had a car.

Record for your recall about ten responses that include "wish" or "wishes."

Read the first EVERYDAY TALK response (she or he wish) to the children and then tell them it is EVERYDAY TALK.

Repeat the sentence in SCHOOL TALK slightly stressing the "-es" ending.

Repeat this procedure with the next EVERYDAY TALK sentence.

Then read a SCHOOL TALK response and ask a child to tell the kind of talk it is.

Read the remaining sentences one at a time. Ask different children whether the sentence is EVERYDAY TALK or SCHOOL TALK. Have the child change the EVERYDAY TALK sentence to SCHOOL TALK.

Teacher	Possible Child Responses
My big sister always brushes her hair. What does your big sister brush?	She brush her doll hair.
My daddy always misses the bus. What does your daddy miss?	He always misses the bus, too.
My mama always kisses me at bedtime. When does your mother kiss you?	My mama always kisses me at bedtime, too.

My toy washing machine washes socks. What does your toy washing machine wash?	My toy washing machine washes handkerchiefs.

Devise more questions for the children to answer.

Use the responses given as described previously.

A list of "-es" words that can be used are:

patches
wishes
splashes
chooses
washes
buzzes
misses
pitches
catches
brushes
sneezes
erasses
kisses
squeezes

LESSON 8 - RELATING HE, SHE AND IT TO "-ES" ENDINGS

WHEN WE SAY, "MY BIG BROTHER WISH HE HAD A CAR," WE ARE USING EVERYDAY TALK. WHEN WE SAY, "MY BIG BROTHER WISHES HE HAD A CAR," WE ARE USING SCHOOL TALK. WHAT IS THE DIFFERENCE BETWEEN THE EVERYDAY TALK AND THE SCHOOL TALK?

Pause here for a response from the children. Then say--

WE HAVE A NEW SET OF WORD PARTNERS TO HELP US REMEMBER--

PUT "HE" WITH "WASHES," "WISHES":
"HE WASHES." "HE WISHES."

PUT "SHE" WITH "WASHES", "WISHES":
"SHE WASHES." "SHE WISHES."

PUT "IT" WITH "WASHES", "WISHES":
"IT WASHES." "IT WISHES."

Reinforcing Drill

Teacher	Child
he	washes
she	washes
it	washes

LESSON 9 - TEACHING/REINFORCING THE VERB FORM FOR I, WE, YOU AND THEY SUBJECTS

Teacher	Possible Child Responses
The other day, boys and girls, we talked about wishing for things we didn't have. What do you wish you had, Nathan? (ask other children)	I wish I had a million dollars.
Now suppose all of us in this room wish we were somewhere else. Let's see. Where do we wish we were? Let's think of a lot of places.	We wish we were at the farm. We wish we were in California.
Now what do you think the children in Room 109 wish, Elroy?	They wish they were in our room.
Where do you think I wish I were, Rosemary?	You wish you were in Mississippi.

Record about five responses for each pronoun category.

Read a response and tell the children it is both EVERYDAY TALK and SCHOOL TALK.

Read another response and ask a child if it is EVERYDAY TALK or SCHOOL TALK.

LESSON 10 - RELATING I, WE, YOU AND THEY TO THE STANDARD DIALECT FORM

Review the "he, she and it wishes" word partners. Then say--

HERE IS OUR NEW SET OF WORD PARTNERS--

PUT "I" WITH "WASH", "WISH":
"I WASH." "I WISH."

PUT "WE" WITH "WASH", "WISH":
"WE WASH." "WE WISH."

PUT "YOU" WITH "WASH", "WISH":
"YOU WASH." "YOU WISH."

PUT "THEY" WITH "WASH", "WISH":
"THEY WASH." "THEY WISH."

Reinforcing Drill

Teacher	Child
I	wash
we	wash
you	wash
they	wash
he	washes
she	washes
it	washes

LESSON 11 - RELATING I, WE, YOU AND THEY; HE, SHE AND IT TO NOUNS

Review the two sets of word partners.

Refer to a number of SCHOOL TALK responses given in lessons 7, 9 and 11 and read one with a pronoun subject.

Ask a child to change the pronoun to a noun.

Repeat the sentence with the noun as subject.

Have the children note that the verb does not change.

Use the same procedure with the remaining sentences.

Substitution Drill

Teacher	Child
I	Joan
he	Mike
she	Jessie
it	the cat
we	Teacher and I
you	the teacher
they	those boys

LESSON 12 - USING THE DISTRIBUTION CHART

Make a copy of Chart 3 and put it in a place easily accessible to the children— a bulletin board, the chalk board, etc.

In teaching the children how to use the chart, point to "he", read it. Point to "works", read it. Then read the two words together - "he works." Do the same with "she" and "it." Have the children read the pronoun verb pairs with you. Use the same procedure with the second box.

Use the reinforcement drills while waiting for the bells, as a transition activity, as a surprise activity, or as a warm-up for a reading group.

Encourage the children to use the chart as a reference during class work and during independent work.

Chart 3 - Unit 3

he she it	works	plays	wishes
I we you they	work	play	wish

LESSON 13 - SENTENCES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The purpose of the sentences is to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

The EVERYDAY TALK sentences are to be used first. The sentences are not to be written on the board or read by the children in these lessons. They are to be read by you, the teacher, as the children would say them, "He mean."

Read one sentence at a time and ask if the talk is EVERYDAY TALK or SCHOOL TALK. Ask the child to change the sentence to SCHOOL TALK.

You can anticipate that the children will be willing and able to help each other. Every child should be given an opportunity to respond.

The SCHOOL TALK sentences are to be used after the children have had ample opportunity to work with changing the EVERYDAY TALK sentences orally into SCHOOL TALK

Read the sentence and ask if it is EVERYDAY TALK or SCHOOL TALK. The purpose is to give the children practice in recognizing SCHOOL TALK as it is spoken.

Frequently, ask the children to change a sentence read in SCHOOL TALK to EVERYDAY TALK. This practice serves as a check on the child's grasp of the relationship between EVERYDAY TALK and SCHOOL TALK. It also helps to emphasize the bi-dialectal idea with its implication that neither talk is superior, although one is preferred in the school situation.

Have the children repeat the sentence which use pronouns as subjects and substitute nouns for the pronouns, beginning with the EVERYDAY TALK pattern.

For example:

He wash his face with his tongue.

He washes his face with his tongue.

The cat washes his face with his tongue.

The teacher should do the first few sentences as an example for the children.

DECLARATIVE SENTENCES

EVERYDAY TALK

1. We go home now.
2. He scare me.
3. She talk too loud.
4. They hug the baby.
5. It ring.
6. The people wear hats.
7. The girl live in a house.
8. She brushed her hair.
9. She push him.
10. It rhyme.
11. He cry too much.
12. She tear the paper.
13. It shine.
14. You need it.
15. They talk too much.
16. We wear boots.
17. It hit me.
18. He walk fast.
19. She read the book.
20. It wag its tail.
21. He huff and puff.
22. They splash the water.
23. She kill the fly.
24. It jab me.
25. You put the mail here.
26. It feel heavy.
27. He walk fast.
28. She read the book.

SCHOOL TALK

1. We write stories.
2. He tells stories.
3. They lost the game.
4. The boys wish they could win.
5. The boy stuffs himself.
6. He brushes his teeth.
7. They fall down.
8. It grows big.
9. He hides.
10. She digs a hole.
11. We laugh.
12. He laces his shoes.
13. She comes home.
14. It buzzes loud.
15. They line up.
16. We give her help.
17. She sneezes loud.
18. It seems funny.
19. You wave.
20. He sings.
21. Baseball teams choose captains.
22. The mama kisses the baby.
23. The lady washes the clothes.
24. It drys too fast.
25. He walks fast.
26. She scrubs the floor.
27. It flies in the air.
28. He squeezes the ball.

DECLARATIVE SENTENCES

EVERYDAY TALK	SCHOOL TALK
1. He clap his hands.	1. He claps his hands.
2. She fight.	2. She fights.
3. We patch the hole.	3. It grows fast.
4. It work okay.	4. You jump too high.
5. He grab the bug.	5. You face the wall.
6. You feed the dog.	6. He plays a lot.
7. She drag the chair all the time.	7. She washes her hands.
8. They cough loud.	8. It dries in the sun.
9. It erase too easy.	9. We scrub the floors.
10. He brings a book.	10. They save money.
11. He see her.	11. We write stories.
12. We play ball everyday.	12. He tells stories.
13. She buy candy with her allowance.	13. She helps him.
14. You run too fast.	14. The boys wish they could win.
15. He pitch and catch.	15. It hit me.

LESSON 14 - STORIES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The stories are to be used to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

Read each story aloud in its entirety so that the children can understand the theme of the story and can absorb the flavor of the speech patterns.

Ask the children if the story is in EVERYDAY TALK or SCHOOL TALK.

Read the story again, stopping after each sentence to—

1. ask if the sentence is EVERYDAY TALK or SCHOOL TALK.
2. invite changes by the children.

Read the entire story again, this time in SCHOOL TALK.

Story 1

My little sister love to run. She sing real nice, but not when she run. When she come back from running, she breathe hard. She get tired real fast.

Story 2

Sometime my brother, he play tricks on me. He grab my ball and he hide it. Then I can't find it. Sometimes he dig a hole and put it in. Then he cover it with dirt so it don't show. But he always give it back.

Story 3

Sometimes my cousin he call me on a telephone, but nobody answers cause it a toy phone. My uncle buy him lots of toys. He like playing with them. When we play outside, and he see me, he let me play with his toys, too.

Story 4

Sometimes I go to the store with John. He go to the store for his mama. She let him buy candy for him and me. He chew candy and I chew candy all the way home. He chew too fast. He get sick when he chew too fast.

Story 5

John know the boys and girls by his house. He see them everyday. Sometimes he play with them. He enjoy playing games. John try to play with all the boys and girls.

Story 6

John like to eat carrots. When he chew on carrots, they help his teeth grow strong. John tell me that he like fruit, too, but John not too careful. Sometimes he smear himself all over with juice.

Story 7

My brother he always be changing his mind. Sometimes he play football, and sometimes he play baseball. He pitch pretty good. But sometimes he miss and his team, it lose. My brother, he wish he could play all the time.

Story 8

John always have a cold. He cough all the time. He always fall down, too. Then he bump himself all over. He never stop getting hurt. When he sit on a chair, it always break. John don't have no luck at all.

LESSON 15 - RHYMED PATTERN PRACTICES TO REINFORCE SCHOOL TALK PATTERNS

The pattern practices review the standard dialect forms in the format of rhymed verses. The singing of these verses to familiar tunes can make this learning activity an enjoyable one for the children.

(Farmer in the Dell)

A rabbit huffs and puffs.
He also jumps and hops.
He never walks or talks or skips,
and seldom sits or stops.

A beaver chews on wood.
His teeth are very good.
Each grows like it should,
which lets him cut more wood.

A crow scares easily.
He never wants to stay.
He feels real scared and caws and caws,
and then he flies away.

A deer rubs bark from trees,
and digs up grass and roots.
He feeds himself with all these things,
and when he's scared he scoots.

(Yankee Doodle)

A kitten washes very clean
at any time she chooses
she hisses when she is very mad,
and when she is tired she snoozes.

A monkey judges where to jump,
and jumps from tree to tree-e.
He munches on bananas, too,
but sometimes so do we-e.

(Twinkle Twinkle Little Star)

What breathes underneath the sea,
lives and swims there happily?
Who eats without any dish?
Well, the answer is a fish.

What brings honey from the bees,
runs on four legs, climb in trees,
growls at people everywhere?
Well, the answer is a bear.

LESSON 16 - DIALECT TO REINFORCE SCHOOL TALK PATTERNS

The dialogue serve the purpose of helping the children to use SCHOOL TALK in an interesting, comfortable and secure situation. They are to be memorized by the children and acted out in a play audience situation.

Have the children memorize the dialogues with the full form first, "That is." "What is." Then reteach or review the same dialogue, using the contracted forms, "That's." "What's."

Be sure that each child has a turn.

Dialogue 1

Girl	Boy
Hello.	Hello.
Where do you live?	I live on a farm.
Is your daddy a farmer?	Yes, he plows his field and grows crops.
My daddy works in the city. He enjoys his work.	What does he do?
He buys and sells things.	What does he wear?
He wears a suit.	My uncle works in a gum factory, but he never chews gum.
I bet he stays away from gum because that is (that's) all he sees all day.	Maybe you are (you're) right.
Good-bye.	Good-bye.

Dialogue 2

Girl	Boy
Do you know Abner Goopydoop?	Sure, he catches for our team.
He never misses.	Oh yes! He loses lots of games.
He wish he could play better.	Phooey. He never stops fooling around.
He never starts any trouble.	I know. But when he makes a mistake, he laughs.
He loves baseball.	He needs to practice. When he grabs a ball, he does not (doesn't) hold it right.
He always comes to the game early.	He runs like an old lady.
He brings his own glove. He never borrows anything.	Say, what is (what's) your name, anyway?
Cynthia Goopydoop.	Oh!

LESSON 17 - SENTENCES AS INDEPENDENT WORK

The unit sentences may also be used as independent work. Be sure that the sentences used are commensurate with the reading ability of the individual child. The following are suggested activities:

1. Five to ten sentences duplicated on sheets with a line below each sentence to enable the child to rewrite the EVERYDAY TALK sentences in SCHOOL TALK.

    She pour the milk.

    ______________________. (She pours the milk.)

2. Sentences written in EVERYDAY TALK with a blank in the verb position. Children fill in from choices written below each sentence.

    She ______________ the milk.

    pour   pours

LESSON 18 - OPPORTUNITIES FOR PRACTICE IN SCHOOL TALK

Current Interests

A talk on a topic of current interest to the child such as a favorite TV program or a field trip is an activity that can serve--

1. as practice for the child in using SCHOOL TALK.
2. to provide feedback to the teacher with respect to the extent the child can use the standard Englsih verb forms introduced in the unit.

You may have to ask questions or make comments to provide optimal opportunity for the child to use the verb form under consideration. For example, it may be necessary to ask a child talking about a trip to the zoo, "What does the elephant like to eat?" to elicit the response, "The elephant likes to eat peanuts."

Each talk should be taped recorded. After the child has completed his talk, replay the tape, pausing at the sentences that contain "-s" and "-es" ending words, and ask the child if the sentence is EVERYDAY TALK or SCHOOL TALK. Then ask the child to change the EVERYDAY TALK to SCHOOL TALK.

Science and Social Studies Lessons

In science and social studies lessons, the child should be encouraged to express himself in speaking and writing in the way most comfortable and productive for him. His own speech patterns must be accepted if he is to learn the concepts taught in these subject areas and apply them.

After the child has grasped the concepts involved in the science and social studies lessons, activities which integrate both the desired subject matter and the use of the standard dialect can be used--

1. The children can give very short reviews of the lessons in SCHOOL TALK. They have already acquired some familiarity with the subject by then and can more easily use it as the medium for SCHOOL TALK.

2. Written lessons such as the following from science and social studies lessons can be prepared by the teacher.

Science	Social Studies
"-s"	"-s" "-es"
Our Weather	Our Teacher
It ____________ in the spring.	She ____________ us.
rain rains	like likes
It ____________ in the winter.	She ____________ us to read.
snow snows	teach teaches

The children should be held responsible for only those verb patterns to which they have been introduced and given opportunities for practice.

Moving on to the Next Unit

The oral presentation together with the practice in SCHOOL TALK provided in the science and social studies lessons should as indicated earlier in this section help you to determine whether the children are ready to move on to the next unit.

In view of the individual differences among children in most classrooms, some children will be ready to move ahead to the next unit while others will need additional practice with respect to the SCHOOL TALK introduced in this unit. We recommend, therefore, that when the majority of the children are ready to move ahead that you introduce the activities of the next unit to the entire class and form small instruction groups for those children who need additional practice. This procedure can be followed since success with one unit does not depend on mastery of the previous unit. In the meanwhile, you have not embarrassed the children who need additional help by holding them back.

UNIT IV

LESSON 1 - INTRODUCING THE USE OF SAYS

Teacher	Possible Child Responses
Today, boys and girls, we're going to talk about the different things that people say to us.	
For instance, what does (name of a teacher) say to us when she comes into our room?	Good morning, boys and girls. She say, "Hello children."
What does your mama say when you fuss with your brother, James?	She say, "Shut up, boy." She says, "Stop that fussing."
What does your daddy say when you ask him for money?	My daddy say, "Okay."
What does (name of a male teacher) say when you've been bad.	He says, "Why are you so bad?"
Sometimes we need signs to tell us where we are and who or what is inside a door.	
We have signs on our door (the room number or the teacher's name). Who can tell me what the sign say?	It say, "Room 110."
What does the sign on the boys bathroom say? (Name other rooms with signs: Office, exit, kindergarten, girls bathroom, etc.	Boys. It says, "Girls." It says, "Office."

Record for your recall about five responses for each pronoun.

Read the first EVERYDAY TALK response and tell the children that it is EVERYDAY TALK.

Repeat the sentence in SCHOOL TALK slightly stressing "says" and tell the children it is SCHOOL TALK.

Read the next EVERYDAY TALK response and repeat the procedure.

Read a SCHOOL TALK response and ask if it is SCHOOL TALK or EVERYDAY TALK.

Read the rest of the responses one at a time and ask after each one if it is EVERYDAY TALK or SCHOOL TALK. Ask the child responding to change the EVERYDAY TALK to SCHOOL TALK.

Teacher	Possible Child Responses
What does the cow say?	The cow say, "Moo."
What does the telephone say?	It says, "Ring-ng-ng."
What does that word say? (Use vocabulary familiar to the child.)	It says, "Mama."
What does the husband say to the mother whose little girl is sick? (Introduce this question and others by discussing favorite commercials).	He say, "You need Compoz."

Make up more such questions according to your pupils' interests and level of sophistication.

Use the responses as described earlier. Begin with the EVERYDAY TALK responses.

LESSON 2 - RELATING HE, SHE AND IT TO SAYS

WHEN WE SAY, "SHE SAY, STOP YELLING" WE ARE USING EVERYDAY TALK. WHEN WE SAY, "SHE SAYS, STOP YELLING", WE ARE USING SCHOOL TALK. WHO CAN TELL ME THE DIFFERENCE BETWEEN THE EVERYDAY TALK AND THE SCHOOL TALK? (Pause here for a brief discussion)

WE USE WORD PARTNERS TO HELP US REMEMBER THE SCHOOL TALK. HERE IS ANOTHER SET OF WORD PARTNERS--

PUT "HE" WITH "SAYS":
"HE SAYS."

PUT "SHE" WITH "SAYS":
"SHE SAYS."

PUT "IT" WITH "SAYS":
"IT SAYS."

Reinforcing Drill

Teacher	Child
he	says
she	says
it	says

LESSON 3 - RELATING HE, SHE AND IT TO NOUNS

LET'S GO OVER OUR WORD PARTNERS--

HE SAYS

SHE SAYS

IT SAYS

After reviewing the word partners, refer to about five responses in each pronoun category discussed in lesson 1.

Read a sentence with a pronoun subject and ask a child to change the pronoun to a noun.

Repeat the sentence with the noun as the subject. Help the children to note that the verb does not change.

Use the same procedure with the remaining sentences.

Substitution Drill

Teacher	Child
He always says, "I can't go."	Jerome always says, "I can't go."
She says, "Keep still."	The teacher says, "Keep still."
It says, "Clunk-clunk-clunk."	The machine says, "Clunk-clunk-clunk."

LESSON 4 - TEACHING/REINFORCING THE USE OF SAY

The children's use of "say" with "I," "we," "you" and "they" corresponds to the standard dialect usage. To avoid the danger of overcorrection, "I says," "we says," etc., this usage by the children must be reviewed as SCHOOL TALK.

Teacher	Possible Child Responses
Valora, what do you say to yourself when I say, "Boys and girls, it's time to take out your math books?" (Ask other children)	I say, "Oh heck." I say, "I know how to do this page.
What do I say when I want you children to listen to me, Linda? (Ask other children)	You say, "Sit up straight, feet flat on the floor, open your ears and listen."
What do we say when we want to hear a film and someone is talking, Lanier? (Ask other children)	We say, "Shut up."
What do the patrol boys say if you don't stand on the sidewalk while waiting for the green light, Lawrence? (Ask other children)	They say, "Get back on that sidewal That big patrol boy pulls you back.

Record for your recall about five responses for each pronoun.

Read the first response and tell the children it is both EVERYDAY TALK and SCHOOL TALK.

Read the remaining responses. Alternate between asking and telling the children that the responses are EVERYDAY TALK and SCHOOL TALK.

If you feel more practice is needed, adapt some of the questions used in lesson 1.

LESSON 5 - RELATING I, WE, YOU AND THEY TO SAY

OUR NEW SET OF WORD PARTNERS ARE--

PUT "I" WITH "SAY":
"I SAY."

PUT "WE" WITH "SAY":
"WE SAY."

PUT "YOU" WITH "SAY":
"YOU SAY."

PUT "THEY" WITH "SAY":
"THEY SAY."

Reinforcing Drill

Teacher	Child
I	say
we	say
you	say
they	say
he	says
she	says
it	says

LESSON 6 - RELATING I, WE, YOU AND THEY TO NOUNS

Review the standard dialect word partners. Then say--

Teacher	Possible Child Responses
Name a "we" for me, Betty.	Mary and me.
Okay. Now I'm going to give you a sentence using "we." You say the same thing to me but instead of using "we," use Mary and I. We say "goody" when it's time for gym.	Mary and I say, "Goody" when it's time for gym.

Use the same technique with "they."

Explain to the children that the situations are somewhat contrived when you use "I" and "you" in this manner, but that you want to help them remember some of the people that "I" and "You" stand for--

YOU, THE TEACHER, SAY, "GET IN LINE."

I, A LITTLE GIRL, SAY, "I WANT MY MAMA."

Substitution Drill

Teacher	Child
We say, "Oh heck," when the recess bell rings.	Jimmy and I say, "Oh heck," when the recess bell rings.
We say, "Good morning" to the teacher.	The boys and girls say, "Good morning" to the teacher.
They say, "We will learn about Afro-American people."	The teachers say, "We will learn about Afro-American people."
They say, "I'm black and I'm proud."	The boys say, "I'm black and I'm proud."

Use enough similar sentences so that a majority of children can respond.

LESSON 7 - USING THE DISTRIBUTION CHART

Make a copy of Chart 4 and put it in a place easily accessible to the children, -- a bulletin board or the chalk board.

In teaching the children how to use the chart, point to "he", read it. Point to "says", read it. Then read the two words together-- "he says." Do the same with "she" and "it." Have the children read the pronoun-verb pairs with you. Use the same procedure with the second box.

Use the reinforcing drills while waiting for the bells, as a transition activity, as a surprise activity or as a warm-up activity for a reading group.

Encourage the children to use the chart as a reference during class work and during independent work.

Chart 4 - Unit 4

he she it	says
I we you they	say

LESSON 8 - SENTENCES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The purpose of the sentences is to give the child practice in going from his dialect to the standard dialect so that the standard dialcet becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

The EVERYDAY TALK sentences are to be used first. The sentences are not to be written on the board or read by the children in these lessons. They are to be read by you, the teacher, as the children would say them, "It say stop."

Read one sentence at a time and ask if the talk is EVERYDAY TALK or SCHOOL TALK. Ask the child to change the sentence to SCHOOL TALK.

You can anticipate that the children will be willing and able to help each other. Every child should be given an opportunity to respond.

The SCHOOL TALK sentences are to be used after the children have had ample opportunity to work with changing the EVERYDAY TALK sentences orally to SCHOOL TALK.

Read the sentence and ask if it is EVERYDAY TALK or SCHOOL TALK. The purpose is to give the children practice in recognizing SCHOOL TALK as it is spoken.

Frequently, ask the children to change a sentence read in SCHOOL TALK to EVERYDAY TALK. This practice serves as a check on the child's grasp of the relationship between EVERYDAY TALK and SCHOOL TALK. It also helps to emphasize the bi-dialectal idea with its implication that neither talk is superior, although one is preferred in the school situation.

Have the children repeat the sentences which use pronouns as subjects and substitute nouns for the pronouns, beginning with the EVERYDAY TALK pattern.

For example:

It say stop.

It says stop.

The red light says stop.

The teacher should do the first few sentences as an example for the children.

DECLARATIVE SENTENCES

EVERYDAY TALK

1. He say, "yes."
2. We say, "Hooray."
3. She say, "Okay."
4. You say, "Be good."
5. It say, "Tick-tock."
6. They say, "Go home Yankee."
7. He say, "Go on and jump."
8. I say, "It's nice."
9. He say, "No she ain't pretty."
10. We say, "Hello."
11. She say, "Have fun."
12. You say, "Don't fall."
13. It say, "Meow."
14. They say, "Write your name."
15. He say, "Run."
16. I say, "Good luck."
17. She say, "Get the baby."
18. It say, "Quack, quack."
19. We say, "Candy's good."
20. He say something else.
21. You say, "The pop's cold."
22. She says, "You'll have to do it."
23. They say, "Have a good time."
24. It say, "Black is beautiful."
25. I say, "Let's go."
26. He say, "Be careful."
27. My brother says bad words.
28. The girl say, "Good-bye."
29. The man say, "Close the door."
30. The clock say, "12:00 O'clock noon."

SCHOOL TALK

1. He says, "My toe hurts."
2. We say, "Let's go."
3. She says, "Open it."
4. You say, it cost too much."
5. We say, "Use SCHOOL TALK."
6. We say the Pledge of Allegiance.
7. He says, "I know you."
8. The baby lamb says, "Baa, baa."
9. She says, "Wash the dishes."
10. He says, "Boom, boom."
11. We say, "Go ahead."
12. He says, "Play with me."
13. You say, "Why not."
14. She says, "Here I come."
15. They say, "It funny."
16. It says, "Stop."
17. I say, "Don't go."
18. He says, "Get down from there."
19. The boys say, "No."
20. The sign says, "Exit."

DECLARATIVE SENTENCES

EVERYDAY TALK

1. He say, "Walk the dog."
2. I always say, "Oh heck."
3. She say, "Come in the house."
4. We say, "Let's eat now."
5. It say, "Keep off the grass."
6. You say, "I'm cool."
7. He say, "Where my books?"
8. They say, "You want a ride."
9. She say, "Hurry up."
10. He say, "Give it to me."
11. I say, "Who's that?"
12. She say, "I'm tired."
13. We say, "Come with us."
14. It say, "Up."
15. You say, "It your turn."
16. He say, "My pencil gone."
17. They say, "Go to sleep."
18. She say, "What do you want?"
19. I say, "Come on."
20. He say, "My feet hurt."
21. We say, "Let's go."
22. She say, "You need paper."
23. You say, "Go away."
24. It say, "Go slow."
25. They say, "Come back."
26. He say, "Don't go."
27. The sign say, "Office."
28. The lady say, "He look pretty."
29. The man say, "Come in."
30. It say, "Stop."

SCHOOL TALK

1. It says, "Down."
2. I always say, "Good morning."
3. He says, "You want to go."
4. We say, "Hold on tight."
5. She says, "I got new shoes."
6. You say, "It cost 25¢."
7. It says, "Stop."
8. They say, "Wash your hands."
9. He says, "I like Fun Town."
10. The man say, "Don't talk."
11. The boy says, "Go away."
12. The girl says, "I got a new dre
13. The card says, "Happy Birthday.
14. My friend and I say, "Let's eat
15. The sign says, "Office."
16. We say, "Who's that."
17. He says, "Don't go."
18. You say, "Come in."
19. She says, "I got a dog."
20. They say, "Go home."

LESSON 9 - STORIES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The stories are to be used to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

Read each story aloud in its entirety so that the children can understand the theme of the story and can absorb the flavor of the speech patterns.

Ask the children if the story is in EVERYDAY TALK or SCHOOL TALK.

Read the story again, stopping after each sentence to--

1. ask if the sentence is EVERYDAY TALK or SCHOOL TALK,
2. invite changes by the children.

Read the entire story again, this time in SCHOOL TALK.

Story 1

Every week my teacher, she say, "Let's go on a trip. Where can we go?" My friend, ____________, he say, "Let's go to the park." My friend, ____________________, she say, "No, let's go to the zoo." Everybody talk at the same time. They all say where to go. We say, "Let's go here. No, let's go there." Then the teacher say, "Be quiet, please." "You can't all say where to go at one time. Sarah, you say where to go first, and David, you say where to go next."

Story 2

I got a friend who talk too much. He say something every minute. Sometimes he say so much that the teacher, she be mad at him. She say, "Don't talk so much." And his friends, they say he talk too much, too.

LESSON 10 - RHYMED PATTERN PRACTICES TO REINFORCE SCHOOL TALK PATTERNS

The pattern practices review the standard dialect forms in the format of rhymed verses. The singing of these verses to familiar tunes can make this learning activity an enjoyable one for the children.

(Twinkle, Twinkle Little Star)

I say, she says, he says, too,
That we rhyme the whole day through.
He says rhyming is lots of fun.
She says our work will not get done.

See the clock above the door.
It says we have time for more.
It says we have time for rhymes.
Time to sing them many times.

I say, he says, she says, too,
That these rhymes are fun to do.
I say, he says, she says, too.
I hope we have more to do.

I say, they say, you say, too.
We all say these rhymes are new.
He says, she says, they says, too,
Pretty soon we will be through.

(Merrily We Roll Along)

She says you know what he says,
What he says, what he says.
She says you know what he says,
And I say please tell me.

I say tell me what they say,
What they say, what they say.
I say tell me what they say,
And tell me one, two three.

She says she know what we say,
What we say, what we say.
She says she knows what we say,
But I will wait and see.

See the sign, it says, "Don't talk."
Says, "Don't talk," "Don't talk."
See the sign, it says, "Don't talk."
And that means you and me.

LESSON 11 - DIALOGUES TO REINFORCE SCHOOL TALK PATTERNS

The dialogues serve the purpose of helping the children to use SCHOOL TALK in an interesting, comfortable and secure situation. They are to be memorized by the children and acted out in a play audience situation.

Have the children memorize the dialogue with the full form first, "That is." "It is." Then reteach or review the same dialogue, using the contracted forms, "That's." "It's."

Be sure that each child has a turn.

Dialogue 1

Girl	Boy
Mama says to come home.	Yes-ss!
Oh yes, daddy says it, too. They both say come home.	I say, "you are (you're) not telling the truth.
Yes, she says "it" and he says "it", too.	Right now? What time is it?
It says six on the clock in the store window.	You say, "It is (it's) six?"
That is (that's) right.	Are you sure?
When the big hand is on the twelve and the little hand is on the six, we say it is (it's) six O'clock.	Don't be funny.
Let's go.	Okay.

Dialogue 2

Girl	Boy
My brother says, "Come on over."	My mother says, "(boys name), you stay home."
He say you will (you'll) have fun.	She says, "She will (she'll) spank me."
My cousins are with my brother. They say, "Come over, too."	You say, "Come over," but do you see that stick in the corner? It says, "Stay home."

LESSON 12 - SENTENCES AS INDEPENDENT WORK

The unit sentences may also be used as independent work. Be sure that the sentences used are commensurate with the reading ability of the individual child. The following are suggested activities.

1. Five to ten sentences duplicated on sheets with a line below each sentence so that the child can rewrite the EVERYDAY TALK sentences in SCHOOL TALK.

It say down.

___________________________. (It says down.)

2. Sentences written in EVERYDAY TALK with a blank in the verb position. Children fill in from choices written below each sentence.

It _______________ down.

say says

LESSON 13 - OPPORTUNITIES FOR PRACTICE IN SCHOOL TALK

Current Interests

A talk on a topic of current interest to the child such as a favorite TV program or a field trip is an activity that can serve--

1. as practice for the child in using SCHOOL TALK.
2. to provide feedback to the teacher with respect to the extent the child can use the standard English verb forms introduced in the unit.

You may have to ask questions or make comments to provide optimal opportunity for the child to use the verb form under consideration. For example, it may be necessary to ask a child talking about a trip to the zoo, "What does the bus driver say when you get on the bus?" to elicit the response, "He says, "Go to the back of the bus."

Each talk should be taped recorded. After the child has completed his talk, replay the tape, pausing at the sentences that contain "say" and "says," and ask the child if the sentence is EVERYDAY TALK or SCHOOL TALK. Then ask the child to change the EVERYDAY TALK to SCHOOL TALK.

Science and Social Studies Lessons

In science and social studies lessons, the child should be encouraged to express himself in speaking and writing in the way most comfortable and productive for him. His own speech patterns must be accepted if he is to learn the concepts taught in these subject areas and apply them.

After the child has grasped the concepts involved in the science and social studies lessons, activities which integrate both the desired subject matter and the use of the standard dialect can be used--

1. The children can give very short reviews of the lessons in SCHOOL TALK. They have already acquired some familiarity with the subject by then and can more easily use it as the medium for SCHOOL TALK.
2. Written lessons such as the following from science and social studies lessons can be prepared by the teacher.

Science

says says

Winter

The book __________ that
trees sleep in the winter.

It __________ that some birds
leave our state in the winter time.

Social Studies

say says

Our Name

Mr. Brown __________ we are
Negroes.

Mrs. Green and Mrs. Black ______
we are Afro-Americans.

I __________ we are __________

The children should be held responsible for only those verb patterns to which they have been introduced and given opportunities for practice.

Moving on to the Next Unit

The oral presentation together with the practice in SCHOOL TALK provided in the science and social studies lessons should as indicated earlier in this section help you to determine whether the children are ready to move on to the next unit.

In view of the individual differences among children in most classrooms, some children will be ready to move ahead to the next unit while others will need additional practice with respect to the SCHOOL TALK introduced in this unit. We recommend, therefore, that when the majority of the children are ready to move ahead that you introduce the activities of the next unit to the entire class and form small instruction groups for those children who need additional practice. This procedure can be followed since success with one unit does not depend on mastery of the previous unit. In the meanwhile, you have not embarrassed the children who need additional help by holding them back.

UNIT V

LESSON 1 - INTRODUCING THE USE OF DOES

Teacher	Possible Child Responses
Today, boys and girls, let's talk about some of the things that different people have to do.	
For instance, who does the cooking in your house?	My mama do the cooking in my house.
Who does the mopping?	My big brother does the mopping.
Who does the sweeping in your house?	I do the sweeping.
What does your little brother do in the house?	He's suppose to take out the garbage.
Who does the cleaning at school?	Mrs. Davis do the cleaning.

Ask the children a number of questions like these to elicit "he, she do/does" responses.

Read the first EVERYDAY TALK response and tell the children it is EVERYDAY TALK.

Repeat the sentence in SCHOOL TALK and tell the children that it is SCHOOL TALK.

Briefly discuss with the children what EVERYDAY TALK and SCHOOL TALK is.

Read the rest of the responses to the children one at a time telling and/or asking them if the talk is EVERYDAY TALK or SCHOOL TALK. Ask different children to change the EVERYDAY TALK to SCHOOL TALK.

Teacher	Possible Child Responses
First, I'm going to ask you about something I like to do. Then I want you to ask me about something you like to do.	
Do you like to read? I do.	Do you like to run? I do.
Now, I'm going to ask you about something one of my friends likes to do.	
Do you like to sew? My niece does.	Do you like to play? My baby brother does.
Now, I'm going to ask you about toys and other things.	
Does your doll talk? Mine does.	Does your ball roll? Mine do.

Set up similar dialogues between pairs of children.

When a child uses EVERYDAY TALK (he do) ask him to change it to SCHOOL TALK.

When a child uses SCHOOL TALK, ask him if it is SCHOOL TALK or EVERYDAY TALK.

LESSON 2 - RELATING HE, SHE AND IT TO DOES

> WHEN WE SAY, "MY MAMA DO THE COOKING IN MY HOUSE." WE ARE USING EVERYDAY TALK. WHEN WE SAY, "MY MAMA DOES THE COOKING IN MY HOUSE," WE ARE USING SCHOOL TALK. WHO CAN TELL ME THE DIFFERENCE BETWEEN THE EVERYDAY TALK AND THE SCHOOL TALK?

It is unlikely that no one in the class is able to recognize the difference but you may have to help a child in stating clearly the difference.

Give the children a few more examples of EVERYDAY TALK and SCHOOL TALK, then say--

OUR WORD PARTNER FOR DOES ARE THESE:

PUT "HE" WITH "DOES":
"HE DOES."

PUT "SHE" WITH "DOES":
"SHE DOES."

PUT "IT" WITH "DOES":
"IT DOES."

Reinforcing Drill

Teacher	Child
he	does
she	does
it	does

LESSON 3 - INTRODUCING THE USE OF DOES IN INTERROGATIVE SENTENCES

Review the word partners-- "he does," "she does," "it does."

Teacher	Possible Child Responses
Once before, we talked about telling sentences and asking sentences.	
Today we are going to talk about and think about asking sentences or questions.	
I'm thinking of a boy in this room. You can find out who I'm thinking of by asking me questions about him, for instance, what does he have on; what he does in school.	
Now, who has a question to ask me about the boy I'm thinking of?	Is he big? Does he have on a red shirt? I bet it's Thomas. Does he write good?

Receive all responses with a positive comment. Answer "do he" and "does he" questions with "Yes, he does" or "No, he does not."

Record the "do he/does he" responses.

When the boys identity has been determined, continue with--

I'M THINKING OF A GIRL IN THIS ROOM.

I'M THINKING OF SOMETHING IN THIS ROOM.

After the girl's and the thing's identities have been determined and about ten to fifteen responses received, go through the EVERYDAY TALK/SCHOOL TALK approach.

If a child has difficulty in distinguishing between the EVERYDAY TALK and the SCHOOL TALK remind him of the "does" word partners and help him to use them as an aid.

Encourage the children to make up riddles for each other.

Reinforcing Drill

Teacher	Child
does	he
does	she
does	it

Transformation Drill

Teacher	Child
he does	does he
she does	does she
it does	does it

LESSON 4 - INTRODUCING THE USE OF DOESN'T

Teacher

There are many things about school that we don't like, aren't there? Let's talk about some of them.

Teacher	Possible Child Responses
What don't you like about school, Bernice? (Ask other children)	Doing arithmetic. I don't like reading.
What doesn't your sister like about school, Kevin? (Ask other children)	She don't like arithmetic. My sister doesn't like to stand in the corner. She do not like gym. She doesn not like anything about it.
What doesn't your brother like about school, Dexter?	He doesn't like the teacher.
What doesn't Arlington like about school, David?	He don't like those silly girls in our room.
What doesn't a flower like about the dark, Tisa?	It don't like to be in the dark.
What doesn't a mouse like about a cat?	It doesn't like the cat to kill him.

If there are any "do not" and "does not" responses, work with these first.

Read the EVERYDAY TALK sentences one at a time. Ask a child if it is EVERYDAY TALK or SCHOOL TALK and to change the EVERYDAY TALK to SCHOOL TALK.

If the children have any difficulty, tell them to disregard the "not," think about their "does" word partners, and then insert the "not" again.

Return to the "don't" and "doesn't" responses.

Read a "don't" response and tell the children it is EVERYDAY TALK. Repeat it in SCHOOL TALK.

Do the same with the second "don't" response.

Read another "don't" response, ask the child if it is EVERYDAY TALK or SCHOOL TALK and then to change it to SCHOOL TALK if he says it is EVERYDAY TALK.

Read a "doesn't" response and ask if it is EVERYDAY TALK or SCHOOL TALK.

Read the remaining responses one at a time helping the children to determine whether each one is EVERYDAY TALK or SCHOOL TALK and if EVERYDAY TALK, how to change it to SCHOOL TALK.

Remind the children that you had talked about "short cut" ways of talking before. Discuss "don't" and "doesn't" as "short cuts" for "do not" and "does not" with the children.

LESSON 5 - RELATING HE, SHE AND IT TO DOESN'T

> WHEN WE SAY, "MY SISTER DON'T LIKE GYM," WE ARE USING EVERYDAY TALK. WHEN WE SAY, "MY SISTER DOESN'T LIKE GYM," WE ARE USING SCHOOL TALK.
>
> WHAT IS THE DIFFERENCE BETWEEN THE EVERYDAY TALK AND THE SCHOOL TALK?

After some discussion, say--

> WE HAVE THE "DOESN'T" WORD PARTNERS TO HELP US REMEMBER--
>
> PUT "HE" WITH "DOESN'T":
> "HE DOESN'T."
>
> PUT "SHE" WITH "DOESN'T":
> "SHE DOESN'T."
>
> PUT "IT" WITH "DOESN'T"
> "IT DOESN'T."

Reinforcing Drill

Teacher	Child
he	doesn't
she	doesn't
it	doesn't
he	does
she	does
it	does

Substitution Drill

Teacher	Child
Anthony works hard in school, doesn't he?	Yes, he does. No, he doesn't.
Your sister doesn't like to dance, does she?	No, she doesn't. Yes, she does.
The parakeet sings prettily, doesn't it?	Yes, it does. No, it doesn't.

LESSON 6 - RELATING HE, SHE AND IT TO NOUNS

Review the "does" word partners and the "doesn't" word partners.

Refer to about five previous responses in each pronoun category.

Read a sentence with a pronoun subject and ask a child to change the pronoun to a noun.

Repeat the sentence with the noun as subject. Guide the children in noting that the verb does not change.

Use the same procedure with the remaining sentences.

Reinforcing Drill

Teacher	Child
Do the robin sing?	Does the robin sing?
Do the school bell ring too loud?	Does the school bell ring too loudly?
Does Helen talk a lot?	Does Helen talk a lot?
Does an airplane fly?	Does an airplane fly?
Do a flower grow?	Does a flower grow?
Do your doll say, "Mama?"	Does your doll say, "Mama?"

Let the children work in pairs with similar questions.

LESSON 7 - TEACHING/REINFORCING THE USE OF DO

The children's use of "do" with "I," "we," "you" and "they" subjects corresponds to the standard dialect usage. To avoid the danger of overcorrections such as "I does," "you does," this usage must be reviewed as SCHOOL TALK.

Teacher	Possible Child Responses
Remember when we talked about the different things we did at home. Lydia said, "I do the sweeping." Alice said, "I do the dusting." What do you do, Alberta? (Ask other children)	I take out the garbage. I do the mopping.
What do you and your sister (brother) do, Carla? (Ask other children)	We do the dishes.
What do your big brothers and sisters do, Demetris?	They do the painting. They tell us what to do.

After about ten responses have been received, read each response and tell the children it is both EVERYDAY TALK and SCHOOL TALK.

Teacher	Possible Child Responses
We, you boys and girls and I, we don't like ice cream, do we?	Yes, we do.
We don't use umbrellas when it rains, do we?	Yes, we do.
The children in Room 106 don't go out to recess with us, do they?	Yes, they do.
You don't like to tease Shirley, do you, John?	Yes, I do. (If John says, "No" ask Shirley, who might say, "Yes, you do.")

The "you" responses are different to elicit but with some ingenuity, you can succeed.

Sometimes, questions and stories to elicit responses come naturally out of classroom activities and interaction. For instance, in the class that follows a daily routine, the teacher can ask, "What do we do at 9:30 in the morning?"

LESSON 8 - RELATING I, WE, YOU AND THEY TO DO

LET'S GO OVER OUR "DOES" WORD PARTNERS--

HE DOES.

SHE DOES.

IT DOES.

NOW THE "DO" WORD PARTNERS ARE--

PUT "I" WITH "DO":
"I DO."

PUT "WE" WITH "DO":
"WE DO."

PUT "YOU" WITH "DO":
"YOU DO."

PUT "THEY" WITH "DO":
"THEY DO."

Reinforcing Drill

Teacher	Child
I	do
we	do
you	do
they	do
he	does
she	does
it	does

Permit the children to work in pairs using this drill and your adaptations.

LESSON 9 - TEACHING/REINFORCING THE USE OF DO IN INTERROGATIVE SENTENCES

Teacher	Possible Child Responses
How many of you boys and girls have gone camping in the woods, or know someone who has?	
Let's pretend that we are all going camping. We will need some camping equipment.	
What do we need? Do we need roller skates? No-o?	Do we need a tent? Do we need a hatchet? Do you need a rain coat?
John, what do we need? Do we need a warm sweater?	

You may have to give the children information in using this situation. The children will respond to your enthusiasm.

After about ten responses have been received, use the EVERYDAY TALK/SCHOOL TALK approach. Help the children determine that the EVERYDAY TALK and the SCHOOL TALK are the same.

SOMETIMES WE LEAVE OFF THE "DO" WHEN WE ASK QUESTIONS. THE WAY WE SAY THE QUESTION HELPS OTHERS TO KNOW THAT WE WANT TO KNOW SOMETHING.

WHEN USING SCHOOL TALK, WE WILL USE "DO YOU WANT TO GO TO THE BATHROOM?", INSTEAD OF "YOU WANT TO GO TO THE BATHROOM?" NOW I'LL ASK YOU A QUESTION AND YOU REPEAT IT IN SCHOOL TALK.

Teacher	Child
You want a ride?	Do you want a ride?
You need a pencil?	Do you need a pencil?
You have a cookie?	Do you have a cookie?
We need any money?	Do we need any money?

We have to do that now?	Do we have to do that now?
They hurt?	Do they hurt?
They taste good?	Do they taste good?

LESSON 10 - TEACHING/REINFORCING THE USE OF DON'T

The contraction "don't" is used frequently by the children. The task of the teacher is to tie "don't" to the appropriate pronoun subjects in the standard dialect.

Teacher	Possible Child Responses
Do (name two teachers) use the same classroom?	No, they don't. They got their own classroom.
Do flowers walk around?	No, they don't. Flowers don't walk around.
Do we swim in the lake in the winter time.	No, we don't.
Do I act mean all the time?	No, you don't.

Read the responses received, one at a time and tell the children it is both SCHOOL TALK and EVERYDAY TALK.

Relating I, We, You and They to Don't

Introduce the "don't" word partners--

PUT "I" WITH "DON'T":
"I DON'T."

PUT "WE" WITH "DON'T":
"WE DON'T."

PUT "YOU" WITH "DON'T":
"YOU DON'T."

PUT "THEY" WITH "DON'T":
"THEY DON'T."

Reinforcing Drill

Teacher	Child
we	don't
you	don't
they	don't
I	don't
I	do
we	do
you	do
they	do

Teacher	Child
We like school, don't we?	No, we don't. Yes, we do.
Cats don't like water, do they?	No, they don't. Yes, they do.
I give you a treat everyday, don't I?	Yes, you do. No, you don't.
You go to the social center every week, don't you, Tim?	Yes, I do. No, I don't.

LESSON 11 - RELATING WE, YOU AND THEY TO NOUNS

Review the "do" word partners and the "don't" word partners.

Refer to a number of previous responses.

Read a sentence with a pronoun subject and ask a child to change the pronoun to a noun.

Repeat the sentence with the noun as a subject. Guide the children in noting that the verb does not change.

Use the same procedure with the remaining sentences.

LESSON 12 - USING THE DISTRIBUTION CHART

Make a copy of Chart 5 and put it in a place easily accessible to the children-- a bulletin board, the chalk board, etc.

In teaching the children how to use the chart, point to "he" read it. Point to "does" read it. Then read the two words together - "he does." Do the same with "she" and "it." Have the children read the pronoun-verb pairs with you. Use the same procedure with the second box.

Use the same procedure with Chart 6.

Use the reinforcement drills while waiting for the bells, as a transition activity, as a surprise activity, or as a warm-up for a reading group.

Encourage the children to use the chart as a reference during class work and during independent work.

Chart 5 - Unit 5

he she it	does
I we you they	do

Chart 6 - Unit 5

he she it	doesn't
I we you they	don't

LESSON 13 - SENTENCES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The purpose of the sentences is to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

The EVERYDAY TALK sentences are to be used first. The sentences are not to be written on the board or read by the children in these lessons. They are to be read by you, the teacher, as the children would say them, "He do."

Read one sentence at a time and ask if the talk is EVERYDAY TALK or SCHOOL TALK. Ask the child to change the sentence to SCHOOL TALK.

You can anticipate that the children will be willing and able to help each other. Every child should be given an opportunity to respond.

The SCHOOL TALK sentences are to be used after the children have had ample opportunity to work with changing the EVERYDAY TALK sentences orally into SCHOOL TALK.

Read one sentence and ask if it is EVERYDAY TALK or SCHOOL TALK. The purpose is to give the children practice in recognizing SCHOOL TALK as it is spoken.

Frequently, ask the children to change a sentence read in SCHOOL TALK to EVERYDAY TALK. This practice serves as a check on the child's grasp of the relationship between EVERYDAY TALK and SCHOOL TALK. It also helps to emphasize the bi-dialectal idea with its implication that neither talk is superior, although one is preferred in the school situation.

Have the children repeat the sentences which use pronouns as subjects and substitute nouns for the pronouns, beginning with the EVERYDAY TALK pattern.

For example:

> She do the cooking.
>
> She does the cooking.
>
> My mama does the cooking.

The teacher should do the first few sentences as an example for the children.

DECLARATIVE SENTENCES

EVERYDAY TALK	SCHOOL TALK
1. He do a lot of work.	1. He does everything right.
2. I do my work.	2. I do my reading.
3. She do the wash.	3. She does everything fast.
4. We do the dishes.	4. We do our work slow.
5. He do good things.	5. He does some reading.
6. You do what you can.	6. You do everything.
7. She do what her mother tell her.	7. She does all the cooking.
8. They do their school work.	8. They do hard work.
9. It do a lot.	9. It does many things.
10. He do the most work.	10. He does the hardest part.
11. I do the painting.	11. I do my share.
12. She do it slow.	12. She does what she likes.
13. We do the hard ones.	13. We do the thinking.
14. He do all his work right.	14. He does the best pictures.
15. You do the old ones.	15. You do all the cleaning.
16. She doe it nice.	16. She does more than me.
17. They do the good ones.	17. They do the sewing.
18. The men do the work.	18. The women do the dishes.
19. The boys do the reading.	19. The man does the hard part.
20. The girl do the wash.	20. The lady does the cooking.
21. The car do that everyday.	21. The brush does the cleaning.
22. I do the tricks.	22. You do the talking.
23. She do the drawing.	23. It does that everyday.
24. We do the singing.	24. They do it when they can.
25. He do the work.	25. Mary does it, too.

DECLARATIVE SENTENCES

EVERYDAY TALK

1. He do everything wrong.
2. I do the washing.
3. She do funny things.
4. We do all we can.
5. He do funny tricks.
6. You do your part.
7. She do her nails.
8. They do fine painting.
9. It do silly things.
10. He do my cutting.
11. I do funny things.
12. She do her reading.
13. We do it everyday.
14. He do her pasting.
15. You do her pasting.
16. She do the bad ones.
17. They do it too.
18. It do all right.
19. The soldiers do the fighting.
20. The boy do the tricks.
21. The girl do the singing.
22. The pencil do the writing.
23. I do the best.
24. They do the school work.

SCHOOL TALK

1. He does the shopping.
2. I do the work.
3. She does her best work.
4. We do it too fast.
5. He does the new ones.
6. She does all the eating.
7. They do it nice.
8. It does help.
9. He does funny things.
10. I do nice work.
11. She does silly things.
12. We do a lot.
13. He does to much.
14. You do it too.
15. She does it everyday.
16. They do the dishes.
17. It does that all the time.
18. The people do the talking.
19. The man does the reading.
20. The lady does the talking.
21. The eraser does the erasing.
22. She does her work.
23. We do a lot.
24. He does the most.

INTERROGATIVE SENTENCES

EVERYDAY TALK	SCHOOL TALK
1. Do she pour milk?	1. Do people wear hate?
2. Do we have to stay home?	2. Does the girl live at home?
3. Do it fly?	3. Do you sing?
4. Do he throw the ball?	4. Does the window open?
5. Do she stop?	5. Does she wash the clothes?
6. Do they work?	6. Do I want to go?
7. Does it have numbers on it?	7. Do we have the money?
8. Do I talk now?	8. Does he like it?
9. Do we sell books?	9. Does the team want to win?
10. Do she stay now?	10. Does the girl mail letters?
11. Do he scare me?	11. Does the boy eat?
12. Do she talk loud?	12. Does the book feel heavy?
13. Do I have a temperature?	13. Do you sing much?
14. Do it ring?	14. Does it work?
15. Do he walk fast?	15. Do they do it?
16. Do she read?	16. Does Charles have one?
17. Do it wag its tail?	17. Do they have measles?
18. Do you face the wall?	18. Do you have your lunch?
19. Do she have a red crayon?	19. Does he have your coat?
20. Do they save money?	20. Does she take care of the bab
21. Do it rhyme?	21. Does it scratch?
22. Do he cry?	22. Does he tell stories?
23. Do she write our stories on this?	23. Do you need it?
24. Do she write on the walls?	24. Do they loose money?
25. Do it have stripes?	25. Do they have a pencil?

NEGATIVE DECLARATIVE SENTENCES

	CONTRACTED EVERYDAY TALK	SCHOOL TALK	CONTRACTED SCHOOL TALK
1.	He don't clap his hands.	He does not clap his hands.	He doesn't clap his hands.
2.	She don't fight.	She does not fight.	She doesn't fight.
3.	We don't stay home.	We do not stay home.	We don't stay home.
4.	It don't have a mama.	It does not have a mama.	It doesn't have a mama.
5.	She don't stop.	She does not stop.	She doesn't stop.
6.	They don't start.	They do not start.	They don't start.
7.	It don't scratch me.	It does not scratch me.	It doesn't scratch me.
8.	He don't walk fast.	He does not walk fast.	He doesn't walk fast.
9.	We don't have any paper.	We do not have any paper.	We don't have any paper.
10.	She don't read the book.	She does not read the book.	She doesn't read the book.
11.	It don't rain.	It does not rain.	It doesn't rain.
12.	You don't need it.	You do not need it.	You don't need it.
13.	He don't tell stories.	He does not tell stories.	He doesn't tell stories.
14.	They don't want to talk.	They do not want to talk.	They don't want to talk.
15.	It don't rhyme.	It does not rhyme.	It doesn't rhyme.
16.	The girl don't talk.	The girl does not talk.	The girl doesn't talk.
17.	The man don't drive.	The man does not drive.	The man doesn't drive.
18.	The lady don't work.	The lady does not work.	The lady doesn't work.

NEGATIVE INTERROGATIVE SENTENCES

EVERYDAY TALK	SCHOOL TALK
1. Don't he have to bring books?	1. Doesn't he have to bring books?
2. Don't she pour milk?	2. Doesn't she pour milk?
3. Don't we stay home?	3. Don't we stay home?
4. Don't it fly?	4. Doesn't it fly?
5. Don't he throw the ball?	5. Doesn't he throw the ball?
6. Don't you help?	6. Don't you help?
7. Don't she stop?	7. Doesn't she stop?
8. Don't they work?	8. Don't they work?
9. Don't it scratch?	9. Doesn't it scratch?
10. Don't we sell books?	10. Don't we sell books?
11. Don't she have to stay here?	11. Doesn't she have to stay here?
12. Don't it rain?	12. Doesn't it rain?
13. Don't you have to watch?	13. Don't you have to watch?
14. Don't he tell stories?	14. Doesn't he tell stories?
15. Don't she talk loud?	15. Doesn't she talk loud?
16. Don't they have to save money?	16. Don't they have to save money?
17. Don't it rhyme?	17. Doesn't it rhyme?
18. Don't people wear hats?	18. Don't people wear hats?
19. Don't the girl mail letters?	19. Doesn't the girl mail letters?
20. Don't the boy eat?	20. Doesn't the boy eat?
21. Dont the book feel heavy?	21. Doesn't the book feel heavy?
22. Don't the men work?	22. Don't the men work?
23. Don't the man drive?	23. Doesn't the man drive?
24. Don't the lady wash?	24. Doesn't the lady wash?
25. Don't the car go?	25. Doesn't the car go?

LESSON 14 - STORIES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The stories are to be used to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

Read each story aloud in its entirety so that the children can understand the theme of the story and can absorb the flavor of the speech patterns.

Ask the children if the story is in EVERYDAY TALK or SCHOOL TALK.

Read the story again, stopping after each sentence to--

1. ask if the sentence is EVERYDAY TALK or SCHOOL TALK.
2. invite changes by the children.

Read the entire story again, this time in SCHOOL TALK.

Story 1

I know a bad boy. He don't do like he should. He don't do like we do. He do bad things. He don't behave. He got a friend who bad, too. They don't play nice. They mean.

Story 2

I got a big brother. He nice. He don't bother me none. He do lots of good things. He play baseball with his friends. They don't let us play much, but sometimes they be nice and we play, too. Then we do just like the big boys.

Story 3

Sometimes we got to clean up the house. I do the floors. My brother, he do the windows and my sister, she do the dusting. They do good work. We all do good work. Then my mama say, "Do you think you through? Come on back here and get through. That mop, it don't move by itself."

Story 4

My brother he do something new everyday. Sometimes my brother do bad things, and sometimes he do good things. I have another brother and a sister. They do good things all the time. Sometimes my brother he say, "he tired of being good all the time." He say, "he think it fun to be bad sometimes." When my mama hear him talk talk that way, she get mad. She say he gon get a spanking. My brother and sister mostly say good things so they won't get spanked.

Story 5

He do good work in school. He my brother. My brother always do good work in school. His teacher say she proud of my brother work. My mama and daddy say they proud of all of us.

LESSON 15 - RHYMED PATTERN PRACTICES TO REINFORCE SCHOOL TALK PATTERNS

The pattern practices review the standard dialect forms in the format of rhymed verses. The singing of these verses to familiar tunes can make this learning activity an enjoyable one for the children.

(Twinkle Twinkle Little Star)

I do, you do, he does, too.
Everything we ought to do.
Just what is it we should do?
Just what he does, me and you.

I do, he does, she does, too.
Work as hard as we should do.
She does her work very fast.
He works slower. I am the last.

We do, you do, they do, too.
All the things we have to do.
It does not seem nice to me.
I would rather climb a tree.

She does, you do, they do, too.
What we do both me and you.
All of us would like to play,
but we all must work today.

(Merrily We Roll Along)

He does what his sister does,
Sister does, sister does.
He does what his sister does,
And does it very nice.

He does what his big friends do,
Big friends do, big friends do.
He does what his big friends do.
And does it once or twice.

I do what I know you do,
know you do, know you do.
I do what I know you do,
And what we do is good.

I do not care what we do,
What we do, what we do.
I do not care what we do,
We all do as we should.

(Yankee Doodle)

Doesn't he see all the rain?
Don't they play together?
Doesn't she know I can't come?
I don't play in the wet weather.

Doesn't it look dark outside?
Don't you see the raindrops?
We don't like to stay inside.
We're waiting till the rain stops.

(Twinkle Twinkle Little Star)

Doesn't he like anything?
Yes, he likes to shout and sing.
Doesn't she think this is fun?
No, she likes to skip and run.

Doesn't it seem strange to you
That they don't know which to do?
Don't you think that they should say,
Let's do all these things at play?

We don't worry what to do,
Everything we try is new.
We don't argue, we don't fight,
Mostly things come out all right.

LESSON 16 - DIALOGUES TO REINFORCE SCHOOL TALK PATTERNS

The dialogues serve the purpose of helping the children to use SCHOOL TALK in an interesting, comfortable and secure situation. They are to be memorized by the children and acted out in a play audience situation.

Have the children memorize the dialogues with the full form first, "does not." Then reteach or review the same dialogues, using the contracted forms, "doesn't."

Be sure that each child has a turn.

Dialogue 1

Boy	Girl
Hello!	Hello!
What do you do after school?	I do whatever I want.
Does your mother let you do what you want?	Yes, she does.
Does your father let you do what you want?	Yes, he does, too.
They both let you do what you want.	Yes, they do.
Do your brothers and sisters do what they want like you?	Yes, we do what we feel like doing.
Don't your mama and daddy care what you do?	It does not (doesn't) matter to them. They say, "You do what you want to do."
Where are you going?	I am (I'm) going home. My mama says I have to come right home after school.
But you said...	Good-bye.

Dialogue 2

Boy	Girl
Hello!	Hello!
I know you.	You do?
Yes, my daddy works with your daddy.	He does?
Yes, and my mama knows your mama.	She does?
Yes, and my sister and brother know your sister and brother.	They do?
We know a lot of the same people.	We do?
You sure talk funny.	I do?
Yes! It seems like I am (I'm) doing all the talking.	It does?

LESSON 17 - SENTENCES AS INDEPENDENT WORK

The unit sentences may also be used as independent work. Be sure that the sentences used are commensurate with the reading ability of the individual child. The following are suggested activities:

1. Five to ten sentences duplicated on sheets with a line below each sentence to enable the child to rewrite the EVERYDAY TALK sentences in SCHOOL TALK.

He do his work.

________________________. (He does his work.)

2. Sentences written in EVERYDAY TALK with a blank in the verb position. Children fill in from choices written below each sentence.

He ______________ his work.

do does

LESSON 18 - OPPORTUNITIES FOR PRACTICE IN SCHOOL TALK

Current Interests

A talk on a topic of current interest to the child such as a favorite TV program or a field trip is an activity that can serve--

1. as practice for the child in using SCHOOL TALK.
2. to provide feedback to the teacher with respect to the extent the child can use the standard English verb forms introduced in the unit.

You may have to ask questions or make comments to provide optimal opportunity for the child to use the verb form under consideration. For example, it may be necessary to ask a child talking about a favorite TV show, "Why do you like Lucy?" to elicit the response "I like Lucy because she do such funny things."

Each talk should be taped recorded. After each child has completed his talk, replay the tape, pausing at the sentences that contains "do" and "does", and ask the child if the sentence is EVERYDAY TALK or SCHOOL TALK. Then ask the child to change the EVERYDAY TALK to SCHOOL TALK.

Science and Social Studies Lessons

In science and social studies lessons, the child should be encouraged to express himself in speaking and writing in the way most comfortable and productive for him. His own speech patterns must be accepted if he is to learn the concepts taught in these subject areas and apply them.

After the child has grasped the concepts involved in the science and social studies lessons, activities which integrate both the desired subject matter and the use of the standard dialect can be used--

1. The children can give very short reviews of the lessons in SCHOOL TALK. They have already acquired some familiarity with the subject by then and can more easily use it as the medium for SCHOOL TALK.

2. Written lessons such as the following from science and social studies lessons can be prepared by the teacher.

Science

do does

The Sun

__________ the sun shine at night?

__________ the sun warm us?

Social Studies

do does

That Sign

__________ that sign say stop?

__________ that sign say go?

__________ that sign say wait?

The children should be held responsible for only those verb patterns to which they have been introduced and given opportunities for practice.

Moving on to the Next Unit

The oral presentation together with the practice in SCHOOL TALK provided in the science and social studies lessons should as indicated earlier in this section help you to determine whether the children are ready to move on to the next unit.

In view of the individual differences among children in most classrooms, some children will be ready to move ahead to the next unit while others will need additional practice with respect to the SCHOOL TALK introduced in this unit. We recommend, therefore, that when the majority of the children are ready to move ahead that you introduce the activities of the next unit to the entire class and form small instruction groups for those children who need additional practice. This procedure can be followed since success with one unit does not depend on mastery of the previous unit. In the meanwhile, you have not embarrassed the children who need additional help by holding them back.

UNIT VI

LESSON 1 - INTRODUCING THE USE OF HAVE

Use of Have with I

The verbs "got" and "have" are used interchangeably by a number of the children in the instances that standard dialect speakers use "have." The use of "got" in these instances is a frequent occurrence.

Teacher	Possible Child Responses
Today, children, let's talk about people and things that belong to us. Think about all the people and things that belong to you, John. Tell us about them? (Ask other children this question)	I got a bike, a truck and a G I Joe. I have a mama and a daddy and a baby sister.
Tell me what you have in your desk, Linda? (Ask other children)	I got a ruler and some crayons.
One day as the teacher came into her classroom, she noticed that all of her boys and girls liked droopy and mopey. She said, "What is wrong children?" Leslie said, "I got a headache." Mark said, "I have a stomach ache." What did the other children say?	I got a toothache. I got a toe ache. My head hurts, too. I have the flu.

After you have receive about ten responses that include "have" or "got", read the first "got" response and tell the children that it is EVERYDAY TALK.

Then repeat the sentence substituting "have" for "got" and tell the children it is SCHOOL TALK.

Read the next "got" response and repeat the procedure.

Then read a "have" response and ask if it is SCHOOL TALK or EVERYDAY TALK.

Read the remaining responses, stopping after each one to ask if it is EVERYDAY TALK or SCHOOL TALK. Have the child repeat the EVERYDAY TALK response in SCHOOL TALK.

Use of Have with I, We, You and They

Teacher	Possible Child Responses
What do you think I have on my desk?	You got some paper on your desk.
How many children (nieces, nephews) do you think I have?	You have two children.
What do we have in our room that you like very much?	I like the balloons. We got lots of puzzles.
How many boys (girls, children) do we have in our room?	We have ten boys in our room.
The children next door have something we don't have. We can see it when we walk by the door. What is it?	They got a hamster.
What else do they have that you would like for our room.	They have a big clown.

Use the same procedures with these responses as used with the "I got/have" responses.

LESSON 2 - RELATING I, WE, YOU AND THEY TO HAVE

OUR "HAVE" WORD PARTNERS ARE--

PUT "I" WITH "HAVE":
"I HAVE."

PUT "WE" WITH "HAVE":
"WE HAVE."

PUT "YOU" WITH "HAVE":
"YOU HAVE."

PUT "THEY" WITH "HAVE":
"THEY HAVE."

Let the children work in pairs with this drill. To make it more interesting, tell the children who supply the verb to complete the thought--
(I) have a book.

Reinforcing Drill

Child	Child
I	have
we	have
you	have
they	have

LESSON 3 - RELATING I, WE, YOU AND THEY TO NOUNS

Teacher	Possible Child Responses
When we were talking about things we own, we said, "We have a piano in our room." Who were we talking about when we said, "We."	Ourselves. The boys and girls. You and us.
When Jennifer says, "I have a new baby at my house," who does she mean by "I?"	Herself.
When we say, "They have a hamster in their room," who do we mean by "they."	The boys and girls in that room.

Tell the children you're going to give them a number of sentences with "I," "we," "you" and "they." Ask them to tell who the pronoun refers to.

Teacher	Possible Child Responses
Bryan said, "We have a cow in our house." Who did Bryan mean be "we?"	Bryan meant himself and his mama and daddy.
Carolyn said, "We have a new teacher."	Carolyn meant the boys and girls in her room.

Christine said, "I have a blue and green rain coat."	Christine meant herself.
Paul said, "They have a new car."	Paul meant his neighbors.
Tom said, "You have a tiki."	Tom meant Mr. Black.

LESSON 4 - INTRODUCING THE USE OF HAS

The verb "has" is heard very infrequently in the speech of many of the children. Therefore, the use and the pronunciation of "has" has to be emphasized.

Teacher	Possible Child Responses
Let's talk about our families and friends today.	
How many children does your mama have, Sheila?	She have two kids. She got four boys. She has ten children.
How many dolls does your sister have, Rochelle?	She got two baby dolls and two Barbie dolls.
What does your brother have to do at home?	He have to take out the garbage.
How many toy cars does your cousin have?	He got a whole lot of them.
Where does a fish have to stay?	A fish has to stay in water.
How many leaves does this plant have?	It have three leaves.

Record about ten to fifteen responses for your recall.

Read an EVERYDAY TALK response and tell the children it is EVERYDAY TALK.

Repeat the same sentence in SCHOOL TALK slightly stressing the "has." Tell the children you used SCHOOL TALK. Then ask the children to repeat the SCHOOL TALK sentence after you.

Read another EVERYDAY TALK response and repeat the procedure.

Read a SCHOOL TALK response and ask if it is EVERYDAY TALK or SCHOOL TALK.

If the child called on responds, "SCHOOL TALK," ask him to tell you the difference between the EVERYDAY TALK and the SCHOOL TALK. Several children may have to be called on to get the desired response and you may have to tell the children eventually.

If you decide to tell the children the difference between the two talks, do it this way--

1. Say the EVERYDAY TALK sentences.
2. Stress "got" or "have."
3. Repeat the sentence in SCHOOL TALK.
4. Stress the "has."

Continue these procedures with the remaining responses.

Teacher	Possible Child Responses
One day the teacher gave her pupils a surprise of ice cream and cookies. The children received different flavors of ice cream and different kinds of cookies. When the principal came in and saw the boys and girls busily eating their ice cream and cookies he said to the teacher, "What kind of ice cream does Eric have?" What do you think the teacher answered?	She said, "Eric has chocolate ice cream."
Then the principal said, "What kind of cookie does he have."	He have a chocolate chip cookie.

You can elicit about ten to fifteen responses from this story. Use the responses according to the EVERYDAY TALK/SCHOOL TALK approach.

Use a set of riddles which can be answered a number of ways--

Teacher	Possible Child Responses
Where does a fish have to stay?	It have to stay in water.
Where does a real flower have to be to stay alive?	It has to be in soil It got to be in water.
What does the pencil have to do? (Hold the pencil in the air and then drop it.)	It has to fall. It have to go down.
What does a phone have to do?	It have to sit there. It has to ring.

Use the responses according to the EVERYDAY TALK/SCHOOL TALK approach.

LESSON 5 - RELATING HE, SHE AND IT TO HAS

Review the "have" word partners.

Then introduce the "has" word partners.

PUT "HE" WITH "HAS":
"HE HAS."

PUT "SHE" WITH "HAS":
"SHE HAS."

PUT "IT" WITH "HAS":
"IT HAS."

Let the children work in pairs with this drill. To make it more interesting, tell the children who supply the verb to complete the thought --
(He) has a new pencil.

Reinforcing Drill

Child	Child
he	has
she	has
it	has

LESSON 6 - RELATING HE, SHE AND IT TO NOUNS

Teacher	Child
He has a bad cold.	John has a bad cold.
She has a red ball.	Mary has a red ball.
It has four wheels.	The car has four wheels.

Give every child an opportunity to respond to these and similar sentences.

LESSON 7 - USING THE DISTRIBUTION CHART

Make a copy of Chart 7 and put it in a place easily accessible to the children-- a bulletin board, the chalkboard, etc.

In teaching the children how to use the chart, point to "I," read it. Point to "have" and read it. Then read the two words together-- "I have." Do the same with "we," "you" and "they." Have the children read the pronoun-verb pairs with you. Use the same procedure with the second box.

Use the reinforcement drills while waiting for the bell, as a transition activity, as a surprise activity, or as a warm-up for a reading group.

Encourage the children to use the chart as a reference during class work and during independent work.

Unit 6 - Chart 7

I we you they	have
he she it	has

LESSON 8 - SENTENCES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The purpose of the sentences is to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

The EVERYDAY TALK sentences are to be used first. The sentences are not to be written on the board or read by the children in these lessons. They are to be read by you, the teacher, as the children would say them, "He have a new pencil."

Read one sentence at a time and ask if the talk is EVERYDAY TALK or SCHOOL TALK. Ask the child to change the sentence to SCHOOL TALK.

You can anticipate that the children will be willing and able to help each other. Every child should be given an opportunity to respond.

The SCHOOL TALK sentences are to be used after the children have had ample opportunity to work with changing the EVERYDAY TALK sentences orally into SCHOOL TALK.

Read the sentence and ask if it is EVERYDAY TALK or SCHOOL TALK. The purpose is to give the children practice in recognizing SCHOOL TALK as it is spoken.

Frequently, ask the children to change a sentence read in SCHOOL TALK to EVERYDAY TALK. This practice serves as a check on the child's grasp of the relationship between EVERYDAY TALK and SCHOOL TALK. It also helps to emphasize the bi-dialectal idea with its implication that neither talk is superior, although one is preferred in the school situation.

Have the children repeat the sentences which use pronouns as subjects and substitute nouns for the pronouns, beginning with the EVERYDAY TALK pattern.

For example:

He have a book.

He has a book.

Mark has a book.

The teacher should do the first few sentences an an example for the children.

DECLARATIVE SENTENCES

EVERYDAY TALK

1. That little girl got a big doll.
2. I have a friend named Billy.
3. This doll got three names.
4. You have more crayons than I do.
5. John have lots of candy bars.
6. They got work to do.
7. We have a big house.
8. He got my paper.
9. I got two brothers.
10. She got my pencil.
11. You got a big mouth.
12. It got two handles.
13. They got a fireman's hat.
14. They got some footballs.
15. She have a blue jacket.
16. She got a natural.
17. He have my new hat.
18. I have a sore throat.
19. She have a red crayon.
20. You have a short brother.
21. It have paint on it.
22. They have a beach ball.
23. He have a Christmas Tree.
24. We have a pet.

SCHOOL TALK

1. Bobby and Janet have measles.
2. My brother has two dogs.
3. You have lots of fun.
4. My auntie has a new cat.
5. I have a cold.
6. The crocodile has sharp teeth.
7. We have a new teacher.
8. Charley has some gum.
9. She has a pink dress.
10. I have too much work.
11. It has two pockets.
12. You have it, too.
13. He has a paint brush.
14. They have blue socks.
15. She has a puppet.
16. We have a new car.
17. It has three bugs on it.
18. They have space men helmets.
19. I have a new hat.
20. It has pretty hair.

DECLARATIVE SENTENCES

EVERYDAY TALK	SCHOOL TALK
1. It got green cover.	1. They have work to do.
2. You got a big dog.	2. It has two handles.
3. She got many friends.	3. You have three sisters.
4. They got a lot of toys.	4. He has my hat.
5. It got two buttons.	5. I have two brothers.
6. We got ten cousins.	6. She has a big doll.
7. He got an old coat.	7. We have no paste.
8. She got a new doll.	8. It has many names.
9. I got a big brother.	9. She has a cold.
10. It have pretty colors.	10. We have a new T.V.
11. You got a lot of work to do.	11. It has new paint.
12. He have a white shirt.	12. These shoes have laces.
13. They have a cousin.	13. That boy has one.
14. She got a big family.	14. That girl has your pencil.
15. I got a cold.	15. The pencil has an eraser.
16. He have cookies after lunch.	16. She has a nice teacher.
17. You have a big car.	17. We have a black car.
18. She got three cousins.	18. It has a wide door.
19. We got more than you got.	19. The desk has spots on it.
20. It got new paint.	20. The old man has a book.
21. We have a good friend.	21. The mean lady has a pencil.
22. He got two apples in his desk.	22. My paper has lines on it.
23. She have a green dress.	23. We have a new teacher.
24. I have some cold pop.	24. The children have new books.
25. It have new wheels.	25. He has two dollars.

DECLARATIVE SENTENCES

EVERYDAY TALK

1. He got two dogs.
2. I got a babysister.
3. She got pretty dolls.
4. You got a lot to do.
5. It got a handle.
6. They got a dog.
7. He got a jacket.
8. We got a nice teacher.
9. She got red shoes.
10. I got a big beach ball.
11. He got blue gum.
12. You got an apple.
13. He have new baseball bat.
14. I got a book.
15. She got a new jump rope.
16. You got an apple.
17. It have yellow stripes.
18. They got measles.
19. He got pretty paints.
20. We got a new teacher.
21. She got chalk and crayons.
22. It got lots of room.
23. I got a funny book.
24. He got some glasses.

SCHOOL TALK

1. They have new toys.
2. She has many friends.
3. You have a big dog.
4. It has wet paint on it.
5. I have ten fingers.
6. He has a book.
7. We have a TV.
8. She has a cold.
9. She has a new cat.
10. They have measles.
11. It has a long tail.
12. We have a new teacher.
13. He has a toy truck.
14. She has a big dog.
15. They have a little brother.
16. They have black spots.
17. We have parties.
18. He has marbles.
19. You have some new shoes.
20. I have some money.

LESSON 9 - STORIES FOR PRACTICE IN GOING FROM EVERYDAY TALK TO SCHOOL TALK

The stories are to be used to give the child practice in going from his dialect to the standard dialect so that the standard dialect becomes meaningful and increasingly comfortable for him. The emphasis is on aural-oral learning. The child is to be helped to hear the difference between the EVERYDAY TALK and the SCHOOL TALK.

Read each story aloud in its entirety so that the children can understand the theme of the story and can absorb the flavor of the speech pattern.

Ask the children if the story is in EVERYDAY TALK or SCHOOL TALK.

Read the story again, stopping after each sentence to--

1. ask if the sentence is EVERYDAY TALK or SCHOOL TALK.
2. invite changes by the children.

Read the entire story again, this time in SCHOOL TALK.

Story 1

We got a lot of things in our house. My mama and daddy, they got clothes and furniture. We got a TV. We got a radio. My dog, he got a collar. The collar is got a ring on it. It got a ring to put the leash on.

Story 2

You got a lot of things in your house, too. You have games and you have toys. Your sister, she have a book. Your mama and daddy, they got clothes and furniture.

Story 3

I have an uncle and he have two cars. He have a good job. He work hard. When he comes home, he be tired. You got an uncle like that?

LESSON 10 - RHYMED PATTERN PRACTICES TO REINFORCE SCHOOL TALK PATTERNS

The pattern practices review the standard dialect forms in the format of rhymed verses. The singing of these verses to familiar tunes can make this learning activity an enjoyable one for the children.

(Twinkle Twinkle Little Star)

I have, she has, he has, too,
Many candy drops to chew.
He has chocolate, I have lime,
She has lemon all the time.

I have, she has, he has, too,
Many things for us to do.
He has marbles, I have sticks,
She has baseballs. These will not (won't) mix.

We have, you have, they have, too,
Much work for us all to do.
We have work and we are glad.
They have work and they are sad.

Our car has a lot of things.
It has brakes and piston rings.
It has bearings, it has plugs.
It has seats and it has rugs.

You have heard a lot of rhymes.
You have sung them many times.
You have learned and they have, too.
We have sung and now we are (we're) through.

(Merrily We Roll Along)

I have run and so has he,
So has he, so has he.
I have run and so has he.
We have a race a day.

She has played and so have we,
So have we, so have we.
She has played and so have we.
It has not (hasn't) rained all day.

They have sung and you have, too.
You have, too, you have, too.
They have sung and you have, too.
We all sing ev'ry day.

It has been a happy day,
Happy day, happy day.
She has played and he has played.
It has been nice today.

I have seen her, she has friends,
She has friends, she has friends.
I have seen her, she has friends.
But they have gone away.

LESSON 11 - DIALOGUES TO REINFORCE SCHOOL TALK PATTERNS

The dialogues serve the purpose of helping the children to use SCHOOL TALK in an interesting, comfortable and secure situation. They are to be memorized by the children and acted out in a play audience situation.

Have the children memorize the dialogue with the full form first, "She is." Then reteach or review the same dialogue, using the contracted forms. "She's."

Be sure that each child has a turn.

Dialogue 1

Boy	Girl
I have five cents.	I have five cents, too.
We both have five cents.	Yes, we have.
My brother has a dime.	He does? My sister has a dime, too.
She does? Then they both have a dime.	Yes, they have.
So you have a nickel and I have a nickel.	No I have five pennies.
My nickel has a picture on it. It has a picture of George Washington.	Each one of my pennies has a picture of Abraham Lincoln on it.
Well, let's go buy something.	Okay.

Dialogue 2

Boy	**Girl**
I have a toy car.	My brother has a real car. He has a great big car.
My mother has pretty shoes. She has pretty red shoes.	My mother and father have a TV. They have a great big beautiful TV.
We have a great big beautiful hifi in our house.	You have a tiny little old hifi in your house.
It has three needles and four speeds.	It probably has two needles and three speeds.
I know one thing we do not (don't) have in our house.	What?
A little old girl who thinks she is (she's) smart.	000000-H!

Dialogue 3

Girl	**Boy**
I have a doll	We have a dog.
She has long hair.	He has a tail.
So you have a dog with a tail. All dogs have tails. They have all kinds of tails.	It has stripes on it.
What has stripes on it?	My peppermint candy has stripes on it.
How about your dog's tail?	It is (it's) fine, thank you.

Dialogue 4

Boy	Girl
Hello!	Hello!
What do you have in the box?	I have a mouse.
A Mouse! Girls are afraid of mice.	Not me.
If you really have a mouse, what does he look like?	He is (He's) small. He has a tail, long teeth and he says squeak, squeak.
He does not.	Yes he does. All mice do. They all say squeak, squeak.
I have a mouse, too.	Where?
At home.	I don't believe you have a mouse.
Yes I do. and he says, squeak, squeak, too.	Go home and get him, then.
Why?	I want to see him.
Okay, but let me see yours first?	No!
Well, good-bye, then.	Good-bye.

LESSON 12 - SENTENCES AS INDEPENDENT WORK

The unit sentences may also be used as independent work. Be sure that the sentences used are commensurate with the reading abilities of the individual child. The following are suggested activities:

1. Five to ten sentences duplicated on sheets with a line below each sentence to enable the child to rewrite the EVERYDAY TALK sentences in SCHOOL TALK.

She got some milk.

__________________________. (She has some milk.)

2. Sentences written in EVERYDAY TALK with a blank in the verb position. Children fill in from choices written below each sentence.

She ______________ some milk.

has   have

LESSON 13 - OPPORTUNITIES FOR PRACTICE IN SCHOOL TALK

Current Interests

A talk on a topic of current interest to the child such as a favorite TV program or a field trip is an activity that can serve--

1. as practice for the child in using SCHOOL TALK.

2. to provide feedback to the teacher with respect to the extent the child can use the standard English verb forms introduced in the unit.

You may have to ask questions or make comments to provide optimal opportunity for the child to use the verb form under consideration. For example, it may be necessary to ask a child talking about a trip to the zoo, "What kind of tail does the peacock have?" to elicit the response, "He has a real pretty tail."

Each talk should be taped recorded. After the child has completed his talk, replay the tape pausing at the sentences that contain "has" and "have" and ask the child if the sentence is EVERYDAY TALK or SCHOOL TALK. Then ask the child to change the EVERYDAY TALK to SCHOOL TALK.

Science and Social Studies Lessons

In science and social studies lessons, the child should be encouraged to express himself in speaking and writing in the way most comfortable and productive for him. His own speech patterns must be accepted if he is to learn the concepts taught in these subject areas and apply them.

After the child has grasped the concepts involved in the science and social studies lessons, activities which integrate both the desired subject matter and the use of the standard dialect can be used--

1. The children can give very short reviews of the lessons in SCHOOL TALK. They have already acquired some familiarity with the subject by then and can more easily use it as the medium for SCHOOL TALK.

2. Written lessons such as the following from science and social studies lessons can be prepared by the teacher.

Science

have has

The Sweet Potato Plant

We __________ a sweet potato plant in our room.

It __________ long white roots.

It __________ red leaves and green leaves.

Social Studies

have has

Our Teacher

We __________ an Afro-American teacher.

He __________ a pretty tiki.

It __________ big eyes.

The children should be held responsible for only those verb patterns to which they have been introduced and given opportunities for practice.

Review Sentences of Units I through VI

Use these representative sentences from each unit as a review of the SCHOOL TALK verb patterns introduced in Units I through VI.

Read one sentence at a time and ask if it is SCHOOL TALK or EVERYDAY TALK. Ask a child to change the EVERYDAY TALK to SCHOOL TALK.

Give every child an opportunity to respond.

1. He mean
2. That boy got my pencil.
3. She always do what the teacher say.
4. They was fighting.
5. The red light say STOP.
6. Do it work now?

7. My mama and daddy, they working.
8. That paper got a lot of dirt on it.
9. Susie wish she could be a doctor.
10. Was you glad?
11. The radio say it gon rain today.
12. She ain't ugly.
13. The kitten wash itself.
14. He don't play fair.
15. My uncle real fat.
16. Wasn't the puppies cute?
17. My brother bigger than my daddy.
18. My daddy work downtown.
19. Ain't the car coming yet?
20. She mad at you?
21. Don't cat and hat rhyme?
22. We wasn't singing loud.
23. They staying here?
24. Mary have a blue hat.
25. You cold?
26. We was tired of waiting.
27. Do he know your name?
28. My doll, she was saying mama.
29. Ain't they ready yet?
30. My grandmama like to cook.

Pronunciation Practices

The purpose of these stanzas is to give the children practice in distinguishing sounds in positions where such distinctions do not occur in EVERYDAY TALK.

There are four sets of practices. The first set deals with the p/f contrast and the b/v contrast.

The second set deals with the th/t contrast and the th/d contrast.

The third set deals with the th/f contrast and the th/v contrast.

The fourth set deals with the m/n contrast.

The practices can be used before the reading lessons or during any short term period.

Set 1

p/f

There once was a boy about four,
Who picked pennies up off the flat floor.
He found lots of money,
But that wasn't funny.
His fingers got aw-ful-fy sore.

There once were four french fried potatoes
On a plate with five fresh ripe tomatoes,
And that wasn't enough.
There was still some more stuff.
Only some hungry people all ate those.

There once was a puppy named Puffy,
Who had ears that were floppy and fluffy.
Woof, woof, woof puffed the pup,
When you picked the pup up.
And so that's why they called the pup Puffy.

Pronunciation Practices

Set 1

b/v

There once was a boy with a glove,
Who said, "Baseball's the game that I love."
So he played second base.
With a smile on his face.
Catching fly balls from way up above.

There once was a big rubber ball,
The heaviest ball of them all.
It covered the ground
For five blocks around,
And also was sev-'ral blocks tall.

There once was a big boy named Kevin,
Who never could count more than seven,
But he never gave in,
And one day with a grin,
He counted from one to eleven.

Pronunciation Practices

Set 2

th/t

There once were three thick ice cream sticks
With three flavors of thick ice cream mix.
On the top of the stick
There was choc'late to lick.
What a nice way to fix the three sticks!

There once was a baby named Ruth
With only one tiny tooth,
But one day a surprise
When she opened her eyes.
She had seventeen teeth; that's the truth.

There once were two thin third grade girls,
Who both had thick dark wavy curls.
Their names were Kathleen
And Katherine Green,
And they were twin sisters, these girls.

Pronunciation Practices

Set 2

th/d

There once was a very strange feather,
That changed colors with changes in weather.
In good weather bright red,
But in bad - blue instead.
Now wasn't this quite an odd feather?

There once was a very kind mother,
And she had a kind older brother
Now she had a son,
And he had a son.
So cousin's what they called each other.

There once was a bag made of leather
That held a boy's school books together,
But the boy was upset
When the bag got all wet,
'Cause leather gets ruined in bad weather.

Pronunciation Practices

Set 3

th/f

There once was a pitcher who threw
A baseball so fast that it flew,
From first or from third,
It flew like a bird.
I wish I could do that, don't you?

There once was a terrible moth,
That loved to eat pieces of cloth,
And he'd munch on the stuff,
'Till he had enough,
'Cause he was a hungry old moth.

There once was an awful old car,
That broke down if you went very far,
It would go thump, thump, thump
And you'd feel every bump
'Cause nothing worked right in that car.

Pronunciation Practices

Set 3

th/v

There once were five very small boys,
That all played with each other's toys.
They all played together
In all kinds of weather,
And loved to make all sorts of noise.

There once was a family of seven,
With two brothers named Kenneth and Kevin,
A father and a mother
Two sisters, another brother,
That house was sure crowded with seven.

There once was a big TV set,
That was out in the rain and got wet.
It was covered with rain,
And a big ugly stain,
And it didn't work either, I bet.

Pronunciation Practices

Set 4

m/n

There once was a big baseball game.
And from all over everyone came
By car and by train
By bus and by plane
'Cause it was a very good game.

There once was a boy of thirteen
The tallest that I've seen,
He had only one dream
To play on a team
In basketball when he's sixteen.

There once was a church bell or chime
That rang to tell people the time.
From one until nine
It sounded just fine
But more than that was a real crime.

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